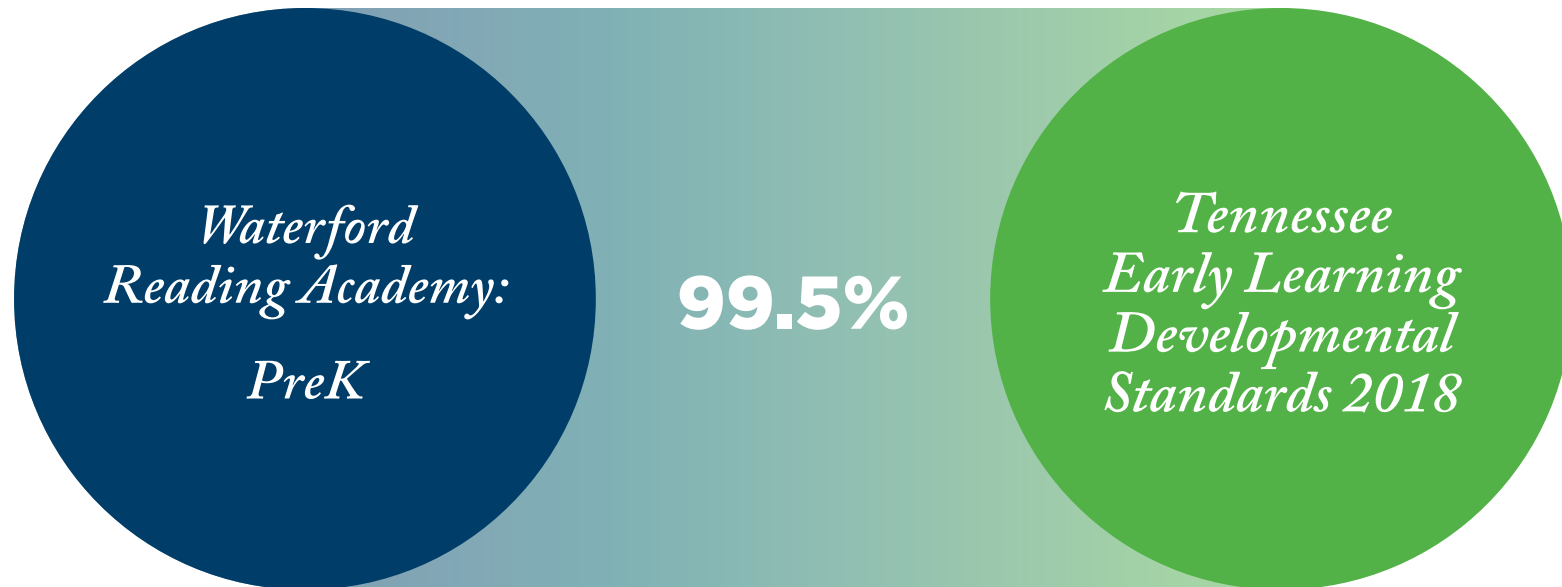


# CURRICULUM *Correlation*



*\*Correlation content includes both Waterford Digital Resources and Waterford Teacher Resources (including SmartStart Teacher Guides)*

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<b>APPROACHES TO LEARNING (PK.AL)</b>		
<b>CREATIVITY: ACTIVELY ENGAGE IN LEARNING WITH CURIOSITY, FLEXIBILITY, AND OPENNESS TO NEW IDEAS.</b>		
PK.AL.CR.1 Independently interact with a variety of materials through multiple play activities.	<ul style="list-style-type: none"> <li>• Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Dramatic Play Activities</li> <li>• Unit 1, Pg. 18 Afternoon Centers</li> </ul>
PK.AL.CR.2 Self-select play activities to support own curiosity and to engage in pretend and imaginative play (e.g., testing theories, acting out imagination).	<ul style="list-style-type: none"> <li>• Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Unit 1, Pg. 18 Afternoon Centers</li> </ul>
PK.AL.CR.3 Choose materials/props and use novel ways to represent ideas, characters, and objects in symbolic play.	<ul style="list-style-type: none"> <li>• Pretend Play</li> <li>• Papa’s Play</li> <li>• Soup’s On!</li> <li>• Perfect Present</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 11 Dramatic Play Center</li> <li>• Dramatic Play Activities</li> </ul>
PK.AL.CR.4 Demonstrate a willingness to engage in new experiences and activities.		<ul style="list-style-type: none"> <li>• Unit 1, Pg. 6 Learning</li> <li>• Unit 4, Pg. 96 Good Friends Activity: I Try New Things</li> <li>• Unit 4, Pg. 120 Good Friends Activity: Monarch of the Animals</li> </ul>
<b>SELF-REGULATION: ENGAGE IN LEARNING TO EFFECTIVELY PLAN AND PROBLEM SOLVE.</b>		
PK.AL.SR.5 Maintain focus appropriate to completing a task and/or learning activity.	Waterford helps children build persistence by allowing them to click Repeat to hear instructions repeated and by providing visual clues when children need extra assistance to finish a task.	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Unit 2, Pg. 232 Wash the Tables!</li> <li>• Unit 7, Pg. 131 Good Friends Activity: I Pay Attention</li> </ul>
PK.AL.SR.6 Persist in solving a problem or question, with adult prompting.	Waterford Early Learning provides support throughout each activity. The support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 134 Dramatic Play: Dinosaur Dig</li> <li>• Unit 5, Pg. 170 Dramatic Play: Entomology Lab</li> <li>• Unit 6, Pg. 99 Good Friends Activity: I’m a Problem Solver</li> </ul>
PK.AL.SR.7 Reflect and plan a logical series of steps to accomplish a task, such as writing a message, completing a puzzle, drawing a picture, or building a block structure.	<ul style="list-style-type: none"> <li>• Squirrel’s Sketches</li> <li>• Perfect Present</li> <li>• Party Time</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 57 Center Introduction: Cooking Apples Investigation</li> <li>• Unit 7, Pg. 244 Weather Report</li> </ul>

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>CRITICAL THINKING: ACTIVELY INQUIRE AND REFLECT ABOUT NEW IDEAS AND ACTIVITIES.</b>		
PK.AL.CT.8 Seek additional clarity to further own knowledge (e.g., asks what, how, why, when, where, and/or what if).	<ul style="list-style-type: none"> <li>Science Investigation</li> <li>Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; I Want to Be a Scientist Like Wilbur and Orville Wright</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 24 What Do Scientists Do?</li> <li>Unit 1, Pg. 44 Getting Acquainted</li> <li>Unit 1, Pg. 116 What Is It and Who Has It?</li> <li>Unit 1, Pg. 145 What's in the Bag?</li> <li>Unit 3, Pg. 349 Where Does Our Water Come From?</li> <li>Unit 4, Pg. 24 What Makes a Mammal?</li> </ul>
PK.AL.CT.9 Demonstrate an awareness of connection between prior and new knowledge.	<ul style="list-style-type: none"> <li>Connect to Me</li> <li>Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 83 Pat-a-cake: Dough Time</li> <li>Unit 5, Pg. 219 Spider Webs</li> </ul>
PK.AL.CT.10 Identify a problem and attempt multiple ways to solve it, with or without assistance.	<ul style="list-style-type: none"> <li>Clubhouse</li> <li>Marmot Basket</li> <li>Perfect Present</li> <li>Musical Mayhem</li> <li>Boo Hoo Baby</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 15 Good Friends: Me and My Bear</li> <li>Unit 4, Pg. 13 We're All Happy</li> <li>Unit 5, Pg. 226 Good Friends Activity: I'm a Good Friend</li> <li>Unit 6, Pg. 99 Good Friends Activity: I'm a Problem Solver</li> <li>Unit 6, Pg. 107 How to Solve a Problem</li> </ul>
<b>COMMUNICATION: ACTIVELY ENGAGE IN CONVERSATIONS WITH ADULTS AND PEERS.</b>		
PK.AL.CO.11 Ask and respond to questions with peers and adults in individual and group activities.	Question and response conversations within Waterford's Social Emotional videos provide examples for students to ask and answer questions.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 24 What Do Scientists Do?</li> <li>Unit 1, Pg. 44 Getting Acquainted</li> <li>Unit 1, Pg. 116 What Is It and Who Has It?</li> <li>Unit 1, Pg. 145 What's in the Bag?</li> </ul>
AL.PK.CO.12 Seek assistance and/or information when needed to complete a task.	Waterford Early Learning provides support throughout each activity. The support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.	<ul style="list-style-type: none"> <li>Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes</li> <li>Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>Unit 5, Pg. 173 Asking for Help</li> </ul>
<b>COLLABORATION: ACTIVELY ENGAGE IN LEARNING WITH OTHER PEOPLE.</b>		
PK.AL.CB.13 Engage in play-based, student-directed activities with a peer or peers (e.g., dramatic play, block building, symbolic play in recess) for at least 15 consecutive minutes, at multiple times throughout the year.	<ul style="list-style-type: none"> <li>Pretend Play</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 9 Block Center</li> <li>Introduction, Pg. 11 Dramatic Play Center</li> <li>Dramatic Play Activities</li> </ul>
PK.AL.CB.14 Demonstrate a willingness to collaborate with others to solve a problem.	Waterford's Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> <li>Unit 1, Pg. 68 Dramatic Play: Garage</li> <li>Unit 2, Pg. 216 Dramatic Play: Laundromat</li> <li>Unit 4, Pg. 66 Good Friends Activity: Two Friends</li> <li>Unit 4, Pg. 84 Working Together</li> </ul>

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>SOCIAL AND PERSONAL COMPETENCIES (PK.SPC)</b>		
<b>SELF-AWARENESS: DEMONSTRATE AN AWARENESS OF EMOTIONS, PERSONAL QUALITIES AND INTERESTS, PERSONAL ABILITIES, AND SENSE OF PERSONAL RESPONSIBILITY.</b>		
PK.SPC.SA.1 Express feelings, needs, opinions, and desires in a way which is appropriate to the situation.	<ul style="list-style-type: none"> <li>• Lost and Found</li> <li>• Find Me!</li> <li>• Do I Have To?</li> <li>• It's Not Fair!</li> <li>• Soup's On!</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 74 It's Okay to Say No</li> <li>• Unit 5, Pg. 130 Good Friends Activity: Everybody Needs Help Sometimes</li> <li>• Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• Unit 5, Pg. 173 Asking for Help</li> <li>• Unit 5, Pg. 188 Insect Walking Sounds</li> <li>• Unit 6, Pg. 58 Journal Prompt: My Great Idea</li> </ul>
PK.SPC.SA.2 Appropriately name types of emotions (e.g., happy, sad, frustrated) and associate them with different facial expressions, words, and behaviors.	<ul style="list-style-type: none"> <li>• It's Not Fair!</li> <li>• Do I Have To?</li> <li>• Boo Hoo Baby</li> <li>• Soup's On!</li> <li>• Clubhouse</li> <li>• Marmot Basket</li> <li>• Perfect Present</li> <li>• Lost and Found</li> <li>• Find Me!</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 88 Chrysanthemum Discussion</li> <li>• Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>• Unit 4, Pg. 4 Good Friends Activity: Guess How I'm Feeling</li> <li>• Unit 4, Pg. 13 We're All Happy</li> <li>• Unit 4, Pg. 26 Journal Prompt: I Feel...</li> </ul>
PK.SPC.SA.3 Describe self using several different identifying characteristics and/or unique qualities (e.g., abilities, interests, gender, culture).	<ul style="list-style-type: none"> <li>• Book: Mine</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 149 I Am, I Can</li> <li>• Unit 4, Pg. 112 I Can Book</li> <li>• Unit 6, Pg. 14 Picturing My Body</li> <li>• Unit 6, Pg. 26 Journal Prompt: My Body Does Amazing Things!</li> <li>• Unit 7, Pg. 246 I Know</li> </ul>
PK.SPC.SA.4 Develop a basic awareness of self as an individual, self within the context of family, and self within the context of community.	<ul style="list-style-type: none"> <li>• My Name Is Squirrel</li> <li>• My Family</li> <li>• Clubhouse</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 158 This Belongs to a Friend</li> <li>• Unit 3, Pg. 288 Journals: My Family</li> <li>• Unit 3, Pg. 335 Tortillas, Tortillas: Family Dinner</li> </ul>
PK.SPC.SA.5 Display sense of accomplishment, contentment, and acknowledgement when completing a task or solving a problem.	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Musical Mayhem</li> <li>• Squirrel's Sketches</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 232 Wash the Tables!</li> <li>• Unit 7, Pg. 246 I Know</li> </ul>

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>SELF-AWARENESS: DEMONSTRATE AN AWARENESS OF EMOTIONS, PERSONAL QUALITIES AND INTERESTS, PERSONAL ABILITIES, AND SENSE OF PERSONAL RESPONSIBILITY <i>continued</i>.</b>		
PK.SPC.SA.6 Seek and accept guidance from primary caregivers, teachers, and other familiar adults.	<ul style="list-style-type: none"> <li>• Do I Have To?</li> <li>• It's Not Fair!</li> <li>• Lost and Found</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• Unit 5, Pg. 173 Asking for Help</li> <li>• Unit 6, Pg. 107 How to Solve a Problem</li> </ul>
PK.SPC.SA.7 Demonstrate an understanding of rules through actions and conversations.		<ul style="list-style-type: none"> <li>• Unit 1, Pg. 6 Listening Rug Rules</li> <li>• Unit 1, Pg. 10 Good Playing Rules</li> <li>• Unit 1, Pg. 14 School Field Trip</li> </ul>
PK.SPC.SA.8 Use materials purposefully, safely, and respectfully as set by group rules.	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative as children learn to respect the rights and property of others as well as their own.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 19 Birthday Cupcakes</li> <li>• Unit 1, Pg. 49 Cleanup and Review</li> <li>• Unit 1, Pg. 127 Dramatic Play: Construction Site</li> <li>• Unit 2, Pg. 165 Safe Smelling</li> </ul>
<b>SELF-MANAGEMENT: UNDERSTAND AND USE STRATEGIES FOR MANAGING EMOTIONS AND BEHAVIORS CONSTRUCTIVELY.</b>		
PK.SPC.SM.1 Express feelings, needs, opinions, and desires and begin to identify causal relationships.	<ul style="list-style-type: none"> <li>• It's Not Fair!</li> <li>• Do I Have To?</li> <li>• Boo Hoo Baby</li> <li>• Soup's On!</li> <li>• Clubhouse</li> <li>• Marmot Basket</li> <li>• Perfect Present</li> <li>• Lost and Found</li> <li>• Find Me!</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 26 Journal Prompt: I Feel...</li> <li>• Unit 4, Pg. 74 It's Okay to Say No</li> <li>• Unit 5, Pg. 197 Good Friends Activity: I'm a Helper</li> </ul>
PK.SPC.SM.2 Demonstrate ability to modify behavior in different situations using multiple problem solving strategies (e.g., trade, take turns, share, wait) with or without adult guidance and support.	Waterford's Social Emotional videos model problem-solving strategies that include individual methods as well as seeking adult help.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 76 Taking Turns Game</li> <li>• Unit 1, Pg. 10 Introduction to Centers</li> <li>• Unit 4, Pg. 80 Waiting Game</li> <li>• Unit 4, Pg. 84 Working Together</li> </ul>
<b>SOCIAL AWARENESS: DEMONSTRATE AWARENESS AND CONSIDERATION OF OTHER PEOPLE'S EMOTIONS, PERSPECTIVES, AND SOCIAL CUES.</b>		
PK.SPC.SCA.1 Show empathy and caring for others.	<ul style="list-style-type: none"> <li>• Boo Hoo Baby</li> <li>• Musical Mayhem</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 202 Kind Kids</li> <li>• Unit 5, Pg. 197 Good Friends Activity: I'm a Helper</li> <li>• Unit 5, Pg. 218 Journal Prompt: I Helped When...</li> </ul>
PK.SPC.SCA.2 Demonstrate an understanding of how personal choices impact others.	<ul style="list-style-type: none"> <li>• Do I Have To?</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully</li> <li>• Unit 7, Pg. 184 Consequence Game</li> <li>• Unit 7, Pg. 186 Journal Prompt: My Good Choice</li> </ul>

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>RELATIONSHIP SKILLS: USE POSITIVE COMMUNICATION SKILLS TO INTERACT EFFECTIVELY WITH OTHERS.</b>		
PK.SPC.RS.1 Seek assistance and/or information when needed to complete a task.	Children accomplish challenging tasks with ongoing support and encouragement. The support can range from repeating instructions to offering encouragement and visual clues to step-by-step, follow-me instruction.	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• Unit 5, Pg. 173 Asking for Help</li> <li>• Unit 5, Pg. 218 Journal Prompt: I Helped When...</li> <li>• Unit 6, Pg. 107 How to Solve a Problem</li> </ul>
PK.SPC.RS.2 Interact and develop positive relationships with significant adults (e.g., primary caregivers, teachers, and other familiar adults).		<ul style="list-style-type: none"> <li>• Introduction, Pg. 18 Family Engagement</li> <li>• Unit 3, Pg. 375 Trusted Adults</li> <li>• Unit 5, Pg. 166 Good Friends Activity: I Ask for Help When I Need It</li> <li>• Unit 5, Pg. 173 Asking for Help</li> </ul>
PK.SPC.RS.3 Initiate play and interact positively with another child or children.	<ul style="list-style-type: none"> <li>• Clubhouse</li> <li>• Marmot Basket</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 11 Dramatic Play Center</li> <li>• Unit 4, Pg. 120 Good Friends Activity: Monarch of the Animals</li> <li>• Unit 6, Pg. 12 Hi! Notes</li> <li>• Unit 6, Pg. 56 Good Friends Activity: Can I Play With You?</li> <li>• Unit 7, Pg. 249 Friendship</li> </ul>
PK.SPC.RS.4 Develop friendship skills (e.g., help, share, take turns, give compliments) with increasing ease and comfort to sustain interaction by cooperating, helping, and suggesting new ideas for play.	Waterford's Social Emotional videos model positive, pro-social behaviors such as friendship, empathy, kindness, cooperation, collaboration, respect, and initiative.	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Unit 1, Pg. 76 Taking Turns Game</li> <li>• Unit 4, Pg. 80 Waiting Game</li> <li>• Unit 5, Pg. 197 Good Friends Activity: I'm a Helper</li> </ul>



TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>ENGLISH LANGUAGE ARTS</b>		
<b>READING STANDARDS KEY IDEAS AND DETAILS—STANDARD #1 R.KID.1</b>		
Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		
PK.RI.KID.1 With modeling, prompting, and support, ask and answer questions about informational text read aloud.	<ul style="list-style-type: none"> <li>• Informational Books</li> <li>• Math Books</li> <li>• Science Books (See titles at end of document.)</li> <li>• Find an Answer</li> <li>• Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Unit 1, Pg. 24 What Do Scientists Do?</li> </ul>
PK.RL.KID.1 With modeling, prompting, and support, ask, and answer questions about a story read aloud.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Decodable Books (See titles at end of document.)</li> <li>• Find an Answer</li> <li>• Sum Up, Five Ws</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>• Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Why</li> </ul>
<b>READING STANDARDS KEY IDEAS AND DETAILS—STANDARD #2 R.KID.2</b>		
Determine central ideas or themes of a text, analyze their development, and summarize the key supporting details and ideas.		
PK.RI.KID.2 With prompting and support, orally identify a main topic and retell details of texts, discussions, and activities.	<ul style="list-style-type: none"> <li>• Sum Up, Five Ws</li> <li>• Describe Characters</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Story Time Activities</li> </ul>
PK.RL.KID.2 With prompting and support, orally retell familiar stories including details.	<ul style="list-style-type: none"> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books</li> <li>• Read with Me Books (See titles at end of document.)</li> <li>• What Comes Next?</li> <li>• Sum Up, Remember Order</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Story Time Activities</li> <li>• Unit 1, Pg. 33 Dramatic Play: Bunny Cakes</li> </ul>

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>READING STANDARDS KEY IDEAS AND DETAILS—STANDARD #3 R.KID.3</b>		
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.		
PK.RI.KID.3 With prompting and support, orally identify the connection between information in a text to personal experience or other text.	<ul style="list-style-type: none"> <li>• Connect to Me</li> <li>• Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Story Time Activities</li> <li>• Unit 5, Pg. 203 Who Has an Itch?: Itchy Stories and Letter Sound /i/</li> </ul>
PK.RL.KID.3 With prompting and support, orally identify characters, settings, and events from a familiar story.	<ul style="list-style-type: none"> <li>• Describe Characters</li> <li>• Sum Up, Five Ws</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Story Time Activities</li> </ul>
<b>READING STANDARDS CRAFT AND STRUCTURE—STANDARD #4 R.CS.4</b>		
Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
PK.RI.CS.4 With prompting and support, answer questions about the meaning of words and phrases in a text relevant to pre-K topic or subject area.	Waterford online books include bolded vocabulary words. When clicked, students hear a slowed pronunciation and definition and they see a pop-up with the definition and an illustration.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Story Time Activities</li> <li>• Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>• Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey</li> </ul>
PK.RL.CS.4 With prompting and support, respond to questions about the meaning of unknown words in a story.	Waterford online books include bolded vocabulary words. When clicked, students hear a slowed pronunciation and definition and they see a pop-up with the definition and an illustration.	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>• Unit 2, Pg. 228 Little Miss Muffet: Rhymes and Whey</li> </ul>
<b>READING STANDARDS CRAFT AND STRUCTURE—STANDARD #5 R.CS.5</b>		
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		
PK.RI.CS.5 Recognize various text features.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Unit 5, Pg. 141 Language: Sentence Board Game</li> </ul>
PK.RL.CS.5 Recognize common types of text.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Unit 1, Pg. 35 Calendar</li> <li>• Unit 1, Pg. 35 Morning Message</li> <li>• Unit 1, Pg. 36 Schedule</li> </ul>

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>READING STANDARDS CRAFT AND STRUCTURE—STANDARD #6 R.CS.6</b>		
Assess how point of view or purpose shapes the content and style of a text.		
PK.RI.CS.6 With prompting and support, answer questions about who is presenting ideas or information in a text.	<ul style="list-style-type: none"> <li>Informational Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Story Time Activities</li> </ul>
PK.RL.CS.6 With prompting and support, answer questions about who is telling a story.	<ul style="list-style-type: none"> <li>Read with Me Books</li> <li>Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>Story Time Activities</li> </ul>
<b>READING STANDARDS INTEGRATION OF KNOWLEDGE AND IDEAS—STANDARD #7 R.IKI.7</b>		
Assess how point of view or purpose shapes the content and style of a text.		
PK.RI.IKI.7 With prompting and support, orally describe the relationship between illustrations and the text in which they appear.	<ul style="list-style-type: none"> <li>Words Tell About the Pictures</li> </ul>	<ul style="list-style-type: none"> <li>Story Time Activities</li> <li>Unit 1, Pg. 37 Print Knowledge: Books</li> <li>Unit 1, Pg. 38 Illustration Investigation</li> </ul>
PK.RL.IKI.7 With prompting and support, orally describe the relationship between illustrations and the story in which they appear.	<ul style="list-style-type: none"> <li>Words Tell About the Pictures</li> <li>Peek at the Story</li> </ul>	<ul style="list-style-type: none"> <li>Story Time Activities</li> <li>Unit 1, Pg. 37 Print Knowledge: Books</li> </ul>
<b>READING STANDARDS INTEGRATION OF KNOWLEDGE AND IDEAS—STANDARD #8 R.IKI.8</b>		
Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of evidence.		
PK.RI.IKI.8 This standard begins in Kindergarten.		
PK.RL.IKI.8 Not applicable to literature.		
<b>READING STANDARDS INTEGRATION OF KNOWLEDGE AND IDEAS—STANDARD #9 R.IKI.9</b>		
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.		
PK.RI.IKI.9 With prompting and support, orally identify basic similarities and differences between two texts on the same topic.	<ul style="list-style-type: none"> <li>Books: Garden Visitors and Creepy Crawlers</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 13 Reading Center</li> <li>Story Time Activities</li> </ul>

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>READING STANDARDS INTEGRATION OF KNOWLEDGE AND IDEAS—STANDARD #9 R.I.KI.9 <i>continued</i></b>		
PK.RL.IKI.9 With prompting and support, orally compare and contrast the experiences of characters in a story to personal experience or to the experiences of characters in another familiar story.	<ul style="list-style-type: none"> <li>• Connect to Me</li> <li>• Build Knowledge</li> <li>• Describe Characters</li> <li>• Compare Characters</li> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Story Time Activities</li> <li>• Unit 5, Pg. 203 Who Has an Itch?: Itchy Stories and Letter Sound /i/</li> </ul>
<b>READING STANDARDS RANGE OF READING AND LEVEL OF TEXT COMPLEXITY—STANDARD #10</b>		
<i>Read and comprehend complex literary and informational texts independently and proficiently.</i>		
PK.RI.RRTC.10 Listen and respond to informational texts of appropriate complexity for pre-K.	<ul style="list-style-type: none"> <li>• Informational Books</li> <li>• Math Books</li> <li>• Science Books (See titles at end of document.)</li> <li>• Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 7 Schedule</li> <li>• Unit 1, Pg. 8 Morning Message</li> <li>• Unit 1, Pg. 24 What Do Scientists Do?</li> <li>• Unit 1, Pg. 35 Calendar</li> </ul>
PK.RL.RRTC.10 Listen and respond to stories and poems of appropriate complexity for pre-K.	<ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Decodable Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> </ul>
<b>FOUNDATIONAL LITERACY STANDARDS PRINT CONCEPTS—STANDARD #1 FL.PC.1</b>		
<i>Demonstrate understanding of the organization and basic features of print.</i>		
PK.FL.PC.1 Demonstrate understanding of the organization and basic features of print. a. Handle books appropriately, right-side-up, turning pages one at a time, and front to back.	Online books and text within the software illustrate left-to-right, top-to-bottom, return-sweep, and letter-spacing motions with highlighted text which helps show the sequence of print. <ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Print Directionality</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Story Time Activities</li> <li>• Unit 1, Pg. 23 Morning Message</li> <li>• Unit 1, Pg. 37 Print Knowledge: Books</li> <li>• Unit 1, Pg. 46 The Apple Tree: Discuss the Story</li> </ul>
b. Recognize that spoken words can be written and read.	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• Letters Make Words</li> <li>• Words Tell About the Pictures</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Story Time Activities</li> <li>• Journal Activities</li> <li>• Unit 1, Pg. 8 Morning Message</li> <li>• Unit 1, Pg. 82 Letters Make Words</li> </ul>

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Demonstrate understanding of the organization and basic features of print <i>continued</i>.</b>		
c. With guidance and support, understand that words are made up of alphabet letters.	<ul style="list-style-type: none"> <li>• Print Concepts</li> <li>• ABC Songs</li> <li>• Letter Pictures</li> <li>• Letters Make Words</li> <li>• Words Tell About the Pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 12 Alphabet Instruction</li> <li>• Unit 1, Pg. 82 Letters Make Words</li> </ul>
d. Recognize familiar uppercase letters and some of the most common lowercase letters.	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Distinguish Letters</li> <li>• Letter Pictures</li> <li>• Letter Picture Writing</li> <li>• Similarities and Differences in Letters</li> <li>• Fast Letter Fun</li> <li>• What's Your Name?</li> <li>• Hidden Pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Unit 1, Pg. 12 Alphabet Instruction</li> </ul>
e. Distinguish between pictures and words.	<ul style="list-style-type: none"> <li>• Distinguish Letters</li> <li>• Letters Make Words</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 13 Reading Center</li> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Story Time Activities</li> </ul>
<b>FOUNDATIONAL LITERACY STANDARDS PHONOLOGICAL AWARENESS—STANDARD #2 FL.PA.2</b>		
<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>		
<p>PK.FL.PA.2 Demonstrate increasing understanding of spoken words, syllables, and sounds (phonemes) through oral language and with guidance and support.</p> <p>a. Recognize and discriminate between rhyming words in spoken language.</p>	<ul style="list-style-type: none"> <li>• Song: Rhyming Words</li> <li>• Rhyme</li> <li>• Rhyme Match</li> <li>• Finish the Picture</li> <li>• One Doesn't Rhyme</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 51 Fancy Rhyming</li> <li>• Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer</li> <li>• Unit 2, Pg. 164 The Hungry Thing Rhyme Play</li> <li>• Unit 2, Pg. 174 Mother, Mother, I Am Ill: Rhyme Discrimination</li> <li>• Unit 2, Pg. 194 Jack and Jill Rhyme Discrimination</li> <li>• Unit 2, Pg. 199 Rhyme Race</li> </ul>
b. Begin to pronounce and identify syllables in familiar words and words in a sentence.	<ul style="list-style-type: none"> <li>• Syllables</li> <li>• Syllable Safari</li> <li>• Look, Listen, and Match</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 104 At Camp: Syllable Awareness and Letter Sound /ck/</li> <li>• Unit 5, Pg. 150 Five: Combine Syllables and Letter Sound /f/</li> <li>• Unit 5, Pg. 172 Go, Grasshopper: Syllable Blend and Letter Sound /g/</li> </ul>

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes) <i>continued.</i></b>		
<p>c. Begin to blend and segment onsets and rimes of single-syllable spoken words.</p>	<ul style="list-style-type: none"> <li>• Blend Onset/Rime</li> <li>• Blending</li> <li>• Blending Dragon</li> <li>• Blending Riddles</li> <li>• Blend Every Sound</li> <li>• Find the Picture</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 138 Eleven Elephants: Syllable Blend and Letter Sound /e/</li> <li>• Unit 6, Pg. 11 Magnifying Glass: Onset-Rime and Letter Sound /m/</li> <li>• Unit 6, Pg. 21 New: Onset-Rime and Letter Sound /n/</li> </ul>
<p>d. Begin to isolate and pronounce the initial, final, and/or medial vowel sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.</p>	<ul style="list-style-type: none"> <li>• Initial Sound</li> <li>• Right Initial Sound</li> <li>• Final Sound</li> <li>• Right Final Sound</li> <li>• Where Is the Sound?</li> <li>• Barnyard Bash</li> <li>• Choose a Sound</li> <li>• Sound Room</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 52 Pairs: Initial sounds and Letter Sound /p/</li> <li>• Unit 6, Pg. 74 The Quiet Book: Initial Sounds and Letter Sound q (/kw/)</li> <li>• Unit 6, Pg. 110 Listening Activity: Number Final Sounds</li> <li>• Unit 6, Pg. 116 Together: Final Sounds and Letter Sound /t/</li> <li>• Unit 7, Pg. 148 Family Vacation: Medial Sounds and Letter Sound /v/</li> <li>• Unit 7, Pg. 172 Watch the Woolly Worm: Medial Sounds and Letter Sound /w/</li> </ul>
<p>e. Identify whether or not two words begin or end with the same sound.</p>	<ul style="list-style-type: none"> <li>• Initial Sound</li> <li>• Right Initial Sound</li> <li>• Final Sound</li> <li>• Right Final Sound</li> <li>• Choose a Sound</li> <li>• Sound Room</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 110 Listening Activity: Initial /ck/ Sounds</li> <li>• Unit 6, Pg. 74 The Quiet Book: Initial Sounds and Letter Sound q (/kw/)</li> <li>• Unit 6, Pg. 106 Six Silly Sailors: Final Sounds and Letter Sound /s/</li> <li>• Unit 6, Pg. 116 Together: Final Sounds and Letter Sound /t/</li> <li>• Unit 7, Pg. 138 Under: Initial and Final Sounds, and Letter Sound /u/</li> </ul>
<b>FOUNDATIONAL LITERACY STANDARDS PHONICS AND WORD RECOGNITION—STANDARD #3 FL.PWR.3</b>		
<b>Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</b>		
<p>PK.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>a. Begin to demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for familiar consonants.</p>	<ul style="list-style-type: none"> <li>• Get Started With Sounds</li> <li>• Sound Songs</li> <li>• Letter Sound</li> <li>• Name That Letter Sound</li> <li>• Blend Every Sound</li> <li>• Where Is the Sound?</li> <li>• One, Two, Three Sounds</li> <li>• Barnyard Bash</li> <li>• Circus Clown Climbers</li> <li>• Make a Scene</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Unit 5, Pg. 178 Green Eggs and Ham</li> <li>• Unit 6, Pg. 52 Pairs: Initial Sounds and Letter Sound /p/</li> <li>• Unit 6, Pg. 56 Listening Activity: Initial Sounds</li> <li>• Unit 6, Pg. 84 Rascal's Rotten Day: Initial Sounds and Letter Sound /r/</li> </ul>

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text <i>continued</i> .		
b. Recognize high-frequency words by sight, including own name and other familiar words in the environment	<ul style="list-style-type: none"> <li>• Power Words</li> <li>• What’s Your Name?</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 72 Baa Baa Black Sheep: Wooly Names</li> <li>• Unit 2, Pg. 178 Power I</li> </ul>
c. Begin to decode regularly spelled CVC words.	<ul style="list-style-type: none"> <li>• Blend Decodable Words</li> <li>• Blending Riddles</li> <li>• Blend Every Sound</li> <li>• Circus Clown Climbers</li> <li>• Barnyard Bash</li> <li>• Stick ‘n’ Spell</li> <li>• Decodable Books</li> <li>(See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> <li>• Unit 7, Pg. 202 Yummy: Blending Sounds and Letter Sound /y/</li> <li>• Unit 7, Pg. 230 Blending Phonemes: BINGO</li> <li>• Unit 7, Pg. 242 Simon Says Blending</li> </ul>
<b>FOUNDATIONAL LITERACY STANDARDS WORD COMPOSITION—STANDARD #4 FL.WC.4</b>		
Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.		
PK.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words. a. Begin to recognize the difference between upper and lowercase letters.	<ul style="list-style-type: none"> <li>• ABC Songs</li> <li>• Letter Pictures: Capital Letters; Lowercase Letters</li> <li>• Letter Picture Writing</li> <li>• Letter Checker</li> <li>• Fast Letter Fun</li> <li>• Name That Letter: Capital Letters; Lowercase Letters</li> </ul>	<ul style="list-style-type: none"> <li>• Capital Letter Introductions</li> <li>• Lowercase Letter Introductions</li> </ul>
b. Begin to print the distinctive features of letter forms (circle, line, diagonal, crossed lines, etc.).	<ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Picture Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> <li>• Unit 2, Pg. 181 Introducing Journals</li> </ul>
<b>FOUNDATIONAL LITERACY STANDARDS FLUENCY—STANDARD #5 FL.F.5</b>		
Read with sufficient accuracy and fluency to support comprehension.		
PK.F.5 Interact with text to support comprehension. a. Use illustrations to retell story events in familiar picture books.	<ul style="list-style-type: none"> <li>• Picture Story</li> <li>• What Comes Next?</li> <li>• Sum Up, Remember Order</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> <li>• Unit 2, Pg. 181 Introducing Journals</li> </ul>

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>FOUNDATIONAL LITERACY STANDARDS SENTENCE COMPOSITION—STANDARD #6 FL.SC.6</b>		
Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.		
<p>PK.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking, and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult modeling, guidance, and support.</p> <p>a. With modeling or verbal prompts, orally produce complete sentences.</p>	<p>Waterford’s Social Emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters communicate in complete sentences.</p> <ul style="list-style-type: none"> <li>• Song: What Is a Sentence?</li> <li>• Sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> <li>• Unit 7, Pg. 226 Letter Sound /s/</li> </ul>
<p>b. Follow one-to-one correspondence between voice and print when writing a sentence or sentence fragment, or when rereading a dictated sentence.</p>	<p>Online books and text within the software highlight words as they are read by the narrator showing one-to-one correspondence between voice and print.</p> <ul style="list-style-type: none"> <li>• Song: What Is a Sentence?</li> <li>• Sentences</li> <li>• Look, Listen, and Match</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 5 Attendance</li> <li>• Unit 1, Pg. 7 Schedule</li> <li>• Unit 1, Pg. 8 Morning Message</li> </ul>
<p>c. Use frequently occurring nouns and verbs when speaking and in shared language activities.</p>	<ul style="list-style-type: none"> <li>• Songs: Nouns; Verbs</li> <li>• Nouns</li> <li>• Verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 136 Find Someone Who Has...</li> <li>• Unit 1, Pg. 149 I Am, I Can</li> <li>• Unit 2, Pg. 178 Power I</li> </ul>
<p>d. Form regular plural nouns when speaking and in shared language activities.</p>	<ul style="list-style-type: none"> <li>• Songs: More Than One; Nouns</li> <li>• Plural Nouns</li> </ul>	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Dramatic Play Activities</li> </ul>
<p>e. Understand and use question words (interrogatives) when speaking and in shared language activities.</p>	<p>Question and response conversations within Waterford’s Social Emotional videos provide examples for students to ask questions.</p> <ul style="list-style-type: none"> <li>• Sum Up, Five Ws</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 24 What Do Scientists Do?</li> <li>• Unit 1, Pg. 84 What Do You See?</li> <li>• Unit 1, Pg. 116 What Is It and Who Has It?</li> <li>• Unit 7, Pg. 150 What Doesn’t Belong?</li> <li>• Unit 7, Pg. 243 What Should I Wear?</li> </ul>
<p>f. With prompting and support, use the most frequently occurring prepositions when speaking and in shared language activities.</p>	<ul style="list-style-type: none"> <li>• Song: Preposition Ship</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 254 Polly Put the Kettle On</li> </ul>



TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<p>Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing <i>continued</i>.</p>		
<p>g. With prompting and support, produce and expand complete sentences in shared language activities.</p>	<p>Waterford’s Social Emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters develop ideas and communicate in complete sentences.</p>	<ul style="list-style-type: none"> <li>• Journal Activities</li> <li>• Unit 1, Pg. 102 Hey Diddle, Diddle: Silly Song</li> <li>• Unit 5, Pg. 141 Language: Sentence Board Game</li> </ul>
<p>h. Begin to recognize that a name begins with a capital letter.</p>	<ul style="list-style-type: none"> <li>• Song: Capital Letters (Proper Nouns)</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 27 Letter Tile Names</li> <li>• Unit 1, Pg. 72 Baa Baa Black Sheep: Woolly Names</li> <li>• Unit 1, Pg. 74 Name Magnets</li> </ul>
<p><b>FOUNDATIONAL LITERACY STANDARDS VOCABULARY ACQUISITION—STANDARD #7 FL.VA.7</b></p>		
<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>		
<p>PK.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on pre-K conversations, reading, and content.</p> <p>(1) Identify new meanings for familiar words and apply them accurately.</p> <p>(2) Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.</p>	<p>Waterford online books include bolded vocabulary words. Students learn to click these words in a tutorial. When clicked, students hear a slowed pronunciation and definition and they see a pop-up with the definition and an illustration.</p> <ul style="list-style-type: none"> <li>• Songs: Put It At the Front; Put It At the End</li> <li>• Vocabulary</li> <li>• Prefixes</li> <li>• Suffixes</li> </ul>	<ul style="list-style-type: none"> <li>• Story Time Activities</li> <li>• Dramatic Play Activities</li> </ul>
<p>PK.FL.VA.7b With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>(1) Sort common objects into categories to gain a sense of the concepts the categories represent.</p> <p>(2) Demonstrate understanding of frequently occurring verbs and adjectives.</p> <p>(3) Make real-life connections between words and their use.</p> <p>(4) Distinguish shades of meaning among familiar verbs describing the same general action. (i.e., jog/sprint)</p>	<ul style="list-style-type: none"> <li>• Songs: All Sorts of Laundry; Adjectives Describe; Verbs; Synonym Tree</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> <li>• Verbs</li> <li>• Adjectives</li> <li>• Build Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic Play Activities</li> <li>• Unit 1, Pg. 54 Morning Meeting</li> <li>• Unit 5, Pg. 212 Jumbled: Finding J Words and Letter Sound /j/</li> </ul>

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate <i>continued</i>.</p>		
<p>PK.FL.VA.7c Use words and phrases acquired through conversations, being read to, and responding to texts.</p>	<p>All Waterford books and activities provide opportunities for students to use words and phrases acquired through conversation, to read, be read to, and to respond to texts.</p> <ul style="list-style-type: none"> <li>• Read with Me Books</li> <li>• Sing a Rhyme Songs/Books</li> <li>• Decodable Books</li> </ul> <p>(See titles at end of document.)</p>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 83 Pat-a-cake: Dough Time</li> <li>• Unit 1, Pg. 142 Rhyme Awareness: Humpty Dumpty and the Rhyme Cheer</li> <li>• Unit 2, Pg. 170 Mad Dash Number Match</li> <li>• Unit 2, Pg. 221 Over, Under, Through</li> <li>• Unit 6, Pg. 38 Dramatic Play: To the Moon!</li> </ul>
<p><b>WRITING STANDARDS TEXT TYPES AND PROTOCOL—STANDARD #1 W.TTP.1</b></p>		
<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>		
<p>PK.W.TTP.1 With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to express a preference, opinion, or idea about a specific topic or text.</p>	<p>Waterford Early Learning encourages everyone to have writing and art materials available for children’s creations.</p> <ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Picture Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 58 Journal Prompt: My Great Idea</li> </ul>
<p><b>WRITING STANDARDS TEXT TYPES AND PROTOCOL—STANDARD #2 W.TTP.2</b></p>		
<p>Write information/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>		
<p>PK.W.TTP.2 With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to explain information about a familiar topic or informational text.</p>	<p>Waterford Early Learning encourages everyone to have writing and art materials available for children’s creations.</p> <ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Picture Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 288 Journals: My Family</li> <li>• Unit 5, Pg. 156 Journal Prompt: My Favorite Living Reptile</li> </ul>
<p><b>WRITING STANDARDS TEXT TYPES AND PROTOCOL—STANDARD #3 W.TTP.3</b></p>		
<p>Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p>		
<p>PK.W.TTP.3 With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to narrate a single event.</p>	<p>Waterford Early Learning encourages everyone to have writing and art materials available for children’s creations.</p> <ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Picture Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 122 Journal Prompt: My Adventure</li> <li>• Unit 6, Pg. 90 Thank You Notes for the Storytellers</li> <li>• Unit 7, Pg. 151 How to Wash My Bear</li> </ul>

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>WRITING STANDARDS PRODUCTION AND DISTRIBUTION OF WRITING—STANDARD #4 W.PDW.4</b>		
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.		
PK.W.PDW.4 With modeling, guidance, and support, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	Waterford Early Learning encourages everyone to have writing and art materials available for children’s creations. <ul style="list-style-type: none"> <li>• Dots, Lines, and Circles</li> <li>• Letter Picture Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Journal Activities</li> <li>• Unit 3, Pg. 331 Thank-you Notes</li> <li>• Unit 6, Pg. 90 Thank You Notes for the Storytellers</li> <li>• Unit 7, Pg. 173 End of Year Program Invitations</li> <li>• Unit 7, Pg. 246 I Know</li> </ul>
<b>WRITING STANDARDS PRODUCTION AND DISTRIBUTION OF WRITING—STANDARD #5 W.PDW.5</b>		
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		
PK.W.PDW.5 With guidance and support from adults, respond to questions and suggestions from others and add details to strengthen drawing, dictating and/or emergent writing as needed.	Waterford Early Learning encourages everyone to have writing and art materials available for children’s creations.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> </ul>
<b>WRITING STANDARDS PRODUCTION AND DISTRIBUTION OF WRITING—STANDARD #6 W.PDW.6</b>		
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.		
PK.W.PDW.6 This standard begins in Kindergarten.		
<b>WRITING STANDARDS RESEARCH TO BUILD AND PRESENT KNOWLEDGE—STANDARD #7 W.RBPK.7</b>		
Conduct short but more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.		
PK.W.RBPK.7 With modeling, guidance, and support, participate in shared research and writing projects, such as reading a number of books by a favorite author and expressing opinions about them.		<ul style="list-style-type: none"> <li>• Unit 1, Pg. 38 Illustration Investigation</li> <li>• Unit 1, Pg. 50 Follow the Apples Investigation</li> <li>• Unit 3, Pg. 365 Seed Investigation</li> <li>• Unit 7, Pg. 244 Weather Report</li> </ul>

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>WRITING STANDARDS RESEARCH TO BUILD AND PRESENT KNOWLEDGE—STANDARD #8 W.RBPK.8</b>		
Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.		
<p>PK.W.RBPK.8 With modeling, guidance, and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<ul style="list-style-type: none"> <li>• Build Knowledge</li> <li>• Connect to Me</li> <li>• Read with Me Books</li> <li>• Informational Books</li> <li>• Decodable Books</li> <li>• Sing a Rhyme Songs/Books (See titles at end of document.)</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 88 Journal Prompt: I Took Turns When...</li> <li>• Unit 5, Pg. 186 Journal Prompt: I Got Help When...</li> <li>• Unit 7, Pg. 186 Journal Prompt: My Good Choice</li> </ul>
<b>WRITING STANDARDS RESEARCH TO BUILD AND PRESENT KNOWLEDGE—STANDARD #9 W.RBPK.9</b>		
Draw evidence from literary or informational texts to support analysis, reflection, and research.		
<p>PK.W. RBPK.9 This standard begins in Grade 4.</p>		
<b>WRITING STANDARDS RANGE OF WRITING—STANDARD #10 W.RW.10</b>		
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		
<p>PK.W.RBPK.10 With modeling, guidance, and support from adults, engage routinely in drawing, dictating, and emergent writing activities for a range of tasks, purposes, and audiences.</p>	<p>Waterford Early Learning encourages everyone to have writing and art materials available for children’s creations.</p>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> <li>• Unit 2, Pg. 181 Introducing Journals</li> <li>• Unit 3, Pg. 331 Thank-you Notes</li> <li>• Unit 6, Pg. 90 Thank You Notes for the Storytellers</li> </ul>
<b>SPEAKING AND LISTENING STANDARDS COMPREHENSION AND COLLABORATION—STANDARD #1 SL.CC.1</b>		
Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others’ ideas and expressing their own clearly and persuasively.		
<p>PK.SL.CC.1 Participate with varied peers and adults in collaborative conversations across activities throughout the day.</p> <p>a. Demonstrate appropriate conversational interactions including taking turns, listening, speaking, answering questions, and wait time.</p>	<p>Waterford’s Social Emotional videos model conversations and discussions between various characters. The videos demonstrate appropriate conversation rules as characters communicate in complete sentences.</p>	<ul style="list-style-type: none"> <li>• Center Activities</li> <li>• Dramatic Play Activities</li> <li>• Unit 1, Pg. 6 Listening Rug Rules</li> <li>• Unit 1, Pg. 76 Taking Turns Game</li> <li>• Unit 4, Pg. 80 Waiting Game</li> <li>• Unit 5, Pg. 214 Set the Table, Please</li> <li>• Unit 6, Pg. 75 Grown-up Manners</li> </ul>

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>SPEAKING AND LISTENING STANDARDS COMPREHENSION AND COLLABORATION—STANDARD #2 SL.CC.2</b>		
Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.		
PK.SL.CC.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details, or by retelling, acting out, or representing key details through work in centers.	Question and response conversations within Waterford's Social Emotional videos provide examples for students to ask questions. <ul style="list-style-type: none"> <li>• Look At Details</li> <li>• Sum Up, Remember Order</li> <li>• Sum Up, Five Ws</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 83 Pat-a-cake: Dough Time</li> <li>• Unit 3, Pg. 359 Dramatic Play: Zoo and Animal Sculpture</li> </ul>
<b>SPEAKING AND LISTENING STANDARDS COMPREHENSION AND COLLABORATION—STANDARD #3 SL.CC.3</b>		
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.		
PK.SL.CC.3 With prompting and support, ask and answer questions about what a speaker says in order to seek help, get information, or clarify something that is not understood.	Question and response conversations within Waterford's Social Emotional videos provide examples for students to ask questions. <ul style="list-style-type: none"> <li>• Sum Up, Five Ws</li> <li>• Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 44 Getting Acquainted</li> <li>• Unit 4, Pg. 69 Dramatic Play: Aquarium</li> </ul>
<b>SPEAKING AND LISTENING STANDARDS PRESENTATION OF KNOWLEDGE AND IDEAS—STANDARD #4 SL.PKI.4</b>		
Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.		
PK.SL.PKI.4 Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.	<ul style="list-style-type: none"> <li>• Song: Adjectives Describe</li> <li>• Look at Details</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 134 Texture Sort</li> <li>• Unit 1, Pg. 145 What's in the Bag?</li> <li>• Unit 7, Pg. 146 Artist's Statement</li> <li>• Unit 7, Pg. 233 Precipitation</li> </ul>
<b>SPEAKING AND LISTENING STANDARDS PRESENTATION OF KNOWLEDGE AND IDEAS—STANDARD #5 SL.PKI.5</b>		
Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.		
PK.SL.PKI.5 Create representations and extensions of experiences or stories through writing, drawing, and open-ended materials in centers, and discuss them with others.	Waterford Early Learning encourages everyone to have writing and art materials available for children's creations.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 17 Writing Center</li> <li>• Journal Activities</li> </ul>

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>SPEAKING AND LISTENING STANDARDS PRESENTATION OF KNOWLEDGE AND IDEAS—STANDARD #6 SL.PKI.</b>		
Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.		
PK.SL.PKI.6 With modeling, guidance, and support, express thoughts, feelings, and ideas through speaking.		<ul style="list-style-type: none"> <li>• Unit 1, Pg. 149 I Am, I Can</li> <li>• Unit 4, Pg. 4 Good Friends Activity: Guess How I’m Feeling</li> <li>• Unit 7, Pg. 154 Gallery Talk</li> </ul>
<b>MATHEMATICS</b>		
<b>COUNTING AND CARDINALITY (CC): STANDARD A</b>		
Know number names and the counting sequence.		
PK.CC.A.1 Count forward from 1 to 30.	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Counting</li> <li>• Number Instruction</li> <li>• Number Recognition and Sense</li> <li>• Counting Puzzle</li> <li>• Dot to Dot</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce and Count Number Activities</li> <li>• Unit 1, Pg. 23 Counting and Attendance</li> <li>• Unit 5, Pg. 200 Counting in a Circle</li> <li>• Unit 7, Pg. 217 Introduce and Write Number 14</li> </ul>
PK.CC.A.2 This standard begins in Kindergarten.		
PK.CC.A.3 Begin to print the distinctive features of numerals (i.e., circle, line, diagonal, crossed lines).	<ul style="list-style-type: none"> <li>• Explain Numbers</li> <li>• Dots, Lines, and Circles</li> <li>• Number Instruction</li> <li>• Number Recognition and Sense</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce and Write Number Activities</li> <li>• Read and Write Number Activities</li> <li>• Unit 7, Pg. 229 Build One Less</li> </ul>
PK.CC.A.4 Begin to name numerals 0-10.	<ul style="list-style-type: none"> <li>• Explain Numbers</li> <li>• Number Instruction</li> <li>• Number Recognition and Sense</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce and Count Number Activities</li> <li>• Read and Write Number Activities</li> </ul>
<b>COUNTING AND CARDINALITY (CC): STANDARD B</b>		
Count to tell the number of objects.		
PK.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, using one-to-one correspondence.	<ul style="list-style-type: none"> <li>• One-to-one Correspondence</li> <li>• Counting Songs</li> <li>• Order Numbers</li> <li>• Make and Count Groups</li> <li>• Number Instruction</li> <li>• Number Recognition and Sense</li> <li>• Counting Puzzle</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 5 Attendance</li> <li>• Unit 4, Pg. 102 Read and Write 6</li> <li>• Unit 5, Pg. 180 Arrange and Count 7</li> <li>• Unit 5, Pg. 200 Counting in a Circle</li> <li>• Unit 5, Pg. 248 Read and Write 9</li> </ul>

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Count to tell the number of objects continued.</i>		
b. Understand that the last number name said tells the number of objects counted.	<ul style="list-style-type: none"> <li>• Number Instruction</li> <li>• Number Recognition and Sense</li> <li>• One-to-one Correspondence</li> <li>• Make and Count Groups</li> <li>• Counting Songs</li> <li>• Number Counting</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 54 Counting and Attendance</li> <li>• Unit 1, Pg. 69 Introduce and Count Number 1</li> </ul>
c. Recognize that one more object added to a group of objects changes the quantity as a whole.	<ul style="list-style-type: none"> <li>• Song: Counting On</li> <li>• Count On</li> <li>• Count On by 1</li> <li>• Make and Count Groups</li> <li>• Number Recognition and Sense</li> <li>• Counting Songs</li> <li>• Number Books</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce and Count Number Activities</li> <li>• Unit 2, Pg. 252 Find One More</li> </ul>
PK.CC.B.5 Understand that a number represents a corresponding quantity. a. Subitize quantities up to 5 (i.e., the ability to look at a quantity and say the quantity [1-5] quickly, just by looking).	<ul style="list-style-type: none"> <li>• Moving Target (Dots)</li> <li>• Make and Count Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 40 Math: Same Two</li> <li>• Unit 1, Pg. 150 Arrange and Count 4</li> <li>• Unit 2, Pg. 170 Mad Dash Number Match</li> <li>• Unit 2, Pg. 208 Pizza Chef Match</li> <li>• Unit 2, Pg. 218 Group Five Pets</li> </ul>
b. Given a number from 1-10, count out that many objects.	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Counting</li> <li>• Number Instruction</li> <li>• Number Recognition and Sense</li> <li>• Counting Puzzle</li> <li>• Make and Count Groups</li> <li>• One-to-one Correspondence</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 161 Popcorn Number Match</li> <li>• Unit 5, Pg. 200 Counting in a Circle</li> </ul>
c. With guidance and support, count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle.	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Counting</li> <li>• Number Instruction</li> <li>• Number Recognition and Sense</li> <li>• Counting Puzzle</li> <li>• Make and Count Groups</li> <li>• One-to-one Correspondence</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 171 Quantities to 7</li> <li>• Unit 5, Pg. 200 Counting in a Circle</li> <li>• Unit 6, Pg. 8 Greater Than</li> </ul>

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Count to tell the number of objects <i>continued.</i></b>		
<p>d. With guidance and support, count to answer “how many?” questions about as many as 5 things in a scattered configuration.</p>	<ul style="list-style-type: none"> <li>• Counting Songs</li> <li>• Number Counting</li> <li>• Number Instruction</li> <li>• Number Recognition and Sense</li> <li>• Counting Puzzle</li> <li>• Make and Count Groups</li> <li>• One-to-one Correspondence</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5, Pg. 171 Quantities to 7</li> <li>• Unit 6, Pg. 8 Greater Than</li> </ul>
<b>COUNTING AND CARDINALITY (CC): STANDARD C</b>		
<b>Compare numbers.</b>		
<p>PK.CC.C.6 Use comparative language, such as more/less than or equal to, to compare and describe collections of objects.</p>	<ul style="list-style-type: none"> <li>• Songs: Greater Than, Less Than; More Than, Fewer Than</li> <li>• Book: For the Birds</li> <li>• More Than</li> <li>• Fewer Than</li> <li>• Greater Than, Less Than</li> <li>• More Than, Fewer Than</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 8 Greater Than</li> <li>• Unit 6, Pg. 60 Read and Write 10</li> <li>• Unit 6, Pg. 71 Less Than</li> <li>• Unit 6, Pg. 121 Problem Solving: Fair Division</li> <li>• Unit 7, Pg. 147 Charting Weight</li> </ul>
<p>PK.CC.C.7 This standard begins in Kindergarten</p>		
<b>OPERATIONS AND ALGEBRAIC THINKING (OA): STANDARD A</b>		
<b>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</b>		
<p>PK.OA.A.1 With guidance and support, begin to represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.</p>	<ul style="list-style-type: none"> <li>• Songs: Pirates Can Add; On the Bayou; Addition; Bakery Subtraction; Circus Subtraction</li> <li>• Book: Five Delicious Muffins</li> <li>• Addition</li> <li>• Subtraction</li> <li>• Act Out Addition</li> <li>• Act Out Subtraction</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 83 Ten Frame Game</li> <li>• Unit 7, Pg. 180 Build One More</li> <li>• Unit 7, Pg. 229 Build One Less</li> <li>• Unit 7, Pg. 247 How Many Are Hiding?</li> </ul>
<p>PK.OA.A.2 With guidance and support, begin to solve addition and subtraction word problems, and add and subtract within 5 (e.g., by using objects or drawings to represent the problem).</p>	<ul style="list-style-type: none"> <li>• Songs: Pirates Can Add; On the Bayou; Addition; Bakery Subtraction; Circus Subtraction</li> <li>• Book: Five Delicious Muffins</li> <li>• Act Out Addition</li> <li>• Act Out Subtraction</li> <li>• Sums to 5</li> <li>• Subtract from 5</li> <li>• Minuends to 5</li> <li>• Add Groups to 5</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 180 Build One More</li> <li>• Unit 7, Pg. 229 Build One Less</li> </ul>



TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from <i>continued</i> .		
PK.OA.A.3 Compose and decompose numbers to 5, in more than one way, by using objects or drawings.	<ul style="list-style-type: none"> <li>• Songs: Pirates Can Add; On the Bayou; Addition; Bakery Subtraction; Circus Subtraction</li> <li>• Book: Five Delicious Muffins</li> <li>• Act Out Addition</li> <li>• Act Out Subtraction</li> <li>• Sums to 5</li> <li>• Subtract from 5</li> <li>• Minuends to 5</li> <li>• Add Groups to 5</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 247 How Many Are Hiding?</li> </ul>
PK.OA.A.4 Show, through the use of concrete objects or drawings, the number needed to make up to 5 when added to any given number from 0-5.	<ul style="list-style-type: none"> <li>• Songs: Pirates Can Add; On the Bayou; Addition</li> <li>• Act Out Addition</li> <li>• Sums to 5</li> <li>• Add Groups to 5</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 247 How Many Are Hiding?</li> </ul>
PK.OA.A.5 This standard begins in Kindergarten.		
<b>NUMBER AND OPERATIONS IN BASE TEN (NBT): STANDARD A</b>		
Work with numbers 11-19 to gain foundations for place value.		
PK.NBT.A.1. This standard begins in Kindergarten.		
<b>MEASUREMENT AND DATA (MD): STANDARD A</b>		
Describe and compare measurable attributes.		
PK.MD.A.1 Describe measurable attributes of a single object, such as length, width, height.	<ul style="list-style-type: none"> <li>• Song: Measuring Plants</li> <li>• Length</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 296 We Are All Growing</li> <li>• Unit 7, Pg. 136 Exploring Length</li> </ul>
PK.MD.A.2 Compare the attributes of two or more concrete objects and use words to define attributes of the objects (i.e. heavier/lighter, longer/shorter, etc.).	<ul style="list-style-type: none"> <li>• Song: Savanna Size</li> <li>• Size</li> <li>• Big and Little</li> <li>• Heavy and Light</li> <li>• Tall and Short</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6, Pg. 114 Length</li> <li>• Unit 7, Pg. 142 Weight</li> <li>• Unit 7, Pg. 147 Charting Weight</li> <li>• Unit 7, Pg. 199 Volume</li> <li>• Unit 7, Pg. 209 Exploring Volume</li> </ul>

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>MEASUREMENT AND DATA (MD): STANDARD B</b>		
Work with money.		
PK.MD.B.3 Begin to recognize currency and its purpose.	<ul style="list-style-type: none"> <li>• Song: Save Your Pennies</li> <li>• Coin Identification</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 160 Dramatic Play: Restaurant</li> <li>• Unit 3, Pg. 328 We All Have Jobs</li> <li>• Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully</li> </ul>
<b>MEASUREMENT AND DATA (MD): STANDARD C</b>		
Classify objects and count the number of objects in each category.		
PK.MD.C.4 Sort a collection of objects into given categories using more than one attribute.	<ul style="list-style-type: none"> <li>• Songs: All Sorts of Laundry; Colors, Colors</li> <li>• Book: Buttons, Buttons</li> <li>• Sort</li> <li>• Size</li> <li>• Red, Yellow, and Blue</li> <li>• Color Practice</li> <li>• Similar Figures</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 119 Sorting Buttons</li> <li>• Unit 5, Pg. 174 Invertebrates</li> <li>• Unit 7, Pg. 199 Volume</li> </ul>
<b>GEOMETRY: STANDARD A</b>		
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).		
PK.G.A.1 Begin to use relative position words in appropriate context, such as above, below, beside, and between.	<ul style="list-style-type: none"> <li>• Songs: Positioning; Get Over the Bugs; Monster Trucks</li> <li>• Book: Up in the Air</li> <li>• Position</li> <li>• Above, Below, Next to, On</li> <li>• Over, Under, and Through</li> <li>• Right, Left</li> <li>• Over, Under, Above, Below</li> <li>• Inside, Outside, Between</li> <li>• First, Next, and Last</li> <li>• First, Middle, Last</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 221 Over, Under, Through</li> <li>• Unit 2, Pg. 229 Top, Beside, Bottom</li> <li>• Unit 2, Pg. 260 Bears Above, Below, Next To, On</li> </ul>
PK.G.A.2 Correctly name some two-dimensional shapes.	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides</li> <li>• Books: The Shape of Things; Imagination Shapes</li> <li>• Simple Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Oval, Star, Semicircle, Diamond, Octagon</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 289 Rectangles and Squares</li> <li>• Unit 3, Pg. 299 Triangles</li> <li>• Unit 3, Pg. 377 Shape Hunt</li> </ul>

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres) <i>continued</i>.</b>		
PK.G.A.3 Begin to explore shapes as two-dimensional or three-dimensional.	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides</li> <li>• Books: The Shape of Things; Imagination Shapes</li> <li>• Simple Shapes</li> <li>• Space Shapes</li> <li>• World Shapes</li> <li>• Solid Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Oval, Star, Semicircle, Diamond, Octagon</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 340 Sort It Out</li> <li>• Unit 3, Pg. 360 Fancy Shapes</li> <li>• Unit 4, Pg. 8 Flat or Solid?</li> </ul>
PK.G.A.4 Begin to describe objects in the environment using names of shapes.	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides</li> <li>• Books: The Shape of Things; Imagination Shapes</li> <li>• Simple Shapes</li> <li>• Space Shapes</li> <li>• World Shapes</li> <li>• Solid Shapes</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Oval, Star, Semicircle, Diamond, Octagon</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 368 Shapes Mural</li> <li>• Unit 3, Pg. 377 Shape Hunt</li> </ul>
<b>GEOMETRY: STANDARD B</b>		
<b>Analyze, compare, create, and compose shapes.</b>		
PK.G.B.4 Describe similarities and differences between two-dimensional shapes.	<ul style="list-style-type: none"> <li>• Songs: Shapes, Shapes, Shapes; Kites; Corners and Sides</li> <li>• Books: The Shape of Things; Imagination Shapes</li> <li>• Simple Shapes</li> <li>• Similar Figures</li> <li>• Symmetry</li> <li>• Congruence</li> <li>• Circle, Square, Triangle, Rectangle</li> <li>• Oval, Star, Semicircle, Diamond, Octagon</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 289 Rectangles and Squares</li> <li>• Unit 3, Pg. 299 Triangles</li> <li>• Unit 3, Pg. 320 Circles</li> <li>• Unit 3, Pg. 360 Fancy Shapes</li> <li>• Unit 3, Pg. 377 Shape Hunt</li> </ul>
PK.G.B.5 Model shapes in the world by building and drawing shapes.	<ul style="list-style-type: none"> <li>• Geoboard</li> <li>• Tangrams</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 310 Make a Triangle</li> <li>• Unit 3, Pg. 332 Circle Party</li> <li>• Unit 3, Pg. 351 Making Shapes</li> <li>• Unit 4, Pg. 2 Classroom Block Play</li> </ul>
PK.G.B.6 Begin to recognize smaller shapes within a larger shape, including that some shapes can be put together to make a new shape.	<ul style="list-style-type: none"> <li>• Geoboard</li> <li>• Tangrams</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 12 Math Center</li> <li>• Unit 3, Pg. 310 Make a Triangle</li> </ul>

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>SCIENCE</b>		
<b>PHYSICAL SCIENCE (PS):</b>		
<b>Matter and its interactions.</b>		
PK.PS1.01a. Describe and categorize objects based on their observable properties.	<ul style="list-style-type: none"> <li>• Science Investigation</li> <li>• Materials</li> <li>• Magnets</li> <li>• Solid and Liquid</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 16 Science Center</li> <li>• Unit 1, Pg. 337 Exploring Water</li> </ul>
b. Demonstrate an awareness that matter exist in different states (i.e., solid and liquid) and that matter changes as a result of changes in its environment.	<ul style="list-style-type: none"> <li>• Songs: Solid or Liquid; Matter</li> <li>• Book: Pancakes Matter</li> <li>• Matter</li> <li>• States of Water</li> <li>• Solid and Liquid</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 337 Exploring Water</li> <li>• Unit 7, Pg. 233 Precipitation</li> </ul>
c. Observe, predict, and describe how objects move using common motion related vocabulary (e.g., straight, fast/slow, up/down, zigzag).	<ul style="list-style-type: none"> <li>• Song: Push and Pull</li> <li>• Book: Mr. Mario’s Neighborhood</li> <li>• Science Investigation</li> <li>• Magnets</li> <li>• Push and Pull</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 16 Science Center</li> <li>• Unit 4, Pg. 19 Stack, Slide, Roll</li> </ul>
d. Observe, predict, and describe how objects can be combined, stacked, or arranged to create a new object.	<ul style="list-style-type: none"> <li>• Book: I Want to Be a Scientist Like Wilbur and Orville Wright</li> <li>• Soup’s On!</li> <li>• Science Investigation</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 16 Science Center</li> <li>• Unit 4, Pg. 19 Stack, Slide, Roll</li> </ul>

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>LIFE SCIENCE(LS):</b>		
<b>From molecules to organisms: structures and processes.</b>		
PK.LS1.01 a. Identify common attributes of familiar living things.	<ul style="list-style-type: none"> <li>• Songs: Birds; Vertebrates; Fish; Plant or Animal; Invertebrates; Plant or Animal; I Am Part of All I See</li> <li>• Books: I Want to Be a Scientist Like Jane Goodall; I Want to Be a Scientist Like George Washington Carver; Guess What I Am; Creepy Crawlers</li> <li>• Science Investigation</li> <li>• Observe a Simple System</li> <li>• Mammals</li> <li>• Birds</li> <li>• Reptiles</li> <li>• Amphibians</li> <li>• Insects</li> <li>• Plant or Animal</li> <li>• Invertebrates</li> <li>• Worms</li> <li>• Plants</li> <li>• Food From Plants</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 223 Living and Nonliving</li> <li>• Unit 2, Pg. 231 Do You Know Which Ones Will Grow?</li> <li>• Unit 2, Pg. 258 Taking Care of Living Things</li> <li>• Unit 3, Pg. 296 We Are All Growing</li> <li>• Unit 3, Pg. 306 How Do Plants Drink?</li> </ul>
b. Recognize differences between living organisms and non-living materials.	<ul style="list-style-type: none"> <li>• Song: Living and Nonliving</li> <li>• Living or Nonliving</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 223 Living and Nonliving</li> <li>• Unit 2, Pg. 231 Do You Know Which Ones Will Grow?</li> </ul>
c. Recognize and describe the function of the five senses of humans.	<ul style="list-style-type: none"> <li>• Songs: I Am Part of All I See; Five Senses</li> <li>• Books: I Wish I Had Ears Like a Bat; Fawn Eyes</li> <li>• Science Investigation</li> <li>• Sight</li> <li>• Hearing</li> <li>• Touch</li> <li>• Smell</li> <li>• Taste</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 75 Five Senses: How Do We Know?</li> <li>• Unit 1, Pg. 84 What Do You See?</li> <li>• Unit 1, Pg. 105 Pouring Sounds</li> <li>• Unit 1, Pg. 134 Texture Sort</li> <li>• Unit 2, Pg. 195 Taste and Smell Snack Activity</li> </ul>

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>EARTH SCIENCE (ESS2):</b>		
<b>Earth systems.</b>		
PK.ESS2.01a. Investigate and identify a variety of Earth materials by their observable properties (e.g. soil, rocks, sand, water).	<ul style="list-style-type: none"> <li>• Songs: Water; Rocks</li> <li>• Book: Water Is All Around</li> <li>• Rocks</li> <li>• Water</li> <li>• Water Sources</li> <li>• Materials</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 16 Science Center</li> <li>• Unit 3, Pg. 337 Exploring Water</li> <li>• Unit 3, Pg. 342 The Water Cycle: Part 1</li> <li>• Unit 3, Pg. 346 The Water Cycle: Part 2</li> </ul>
b. Observe and discuss changes in weather and seasons using common weather-related vocabulary (e.g., rain, sun, snow, wind, spring, summer, fall/autumn, winter, etc.).	<ul style="list-style-type: none"> <li>• Songs: Seasons; Precipitation</li> <li>• Book: That's What I Like, a Book About Seasons</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> <li>• Clouds</li> <li>• Sun</li> <li>• Weather</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 284 Sunlight and Temperature Investigation</li> <li>• Unit 7, Pg. 233 Precipitation</li> <li>• Unit 7, Pg. 243 What Should I Wear?</li> <li>• Unit 7, Pg. 244 Weather Report</li> </ul>
<b>EARTH SCIENCE (ESS3):</b>		
<b>Earth and human activity.</b>		
PK.ESS3.01a. Observe, describe, and compare the habitats of plants and animals.	<ul style="list-style-type: none"> <li>• Song: Plant or Animal; Four Ecosystems</li> <li>• Book: Where in the World Would You Go Today?</li> <li>• Plant or Animal</li> <li>• Plants</li> <li>• Mountains</li> <li>• Oceans</li> <li>• Deserts</li> <li>• Rainforests</li> <li>• Wetlands</li> <li>• Prairies</li> <li>• Ecosystems</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4, Pg. 100 Dramatic Play: Pond</li> <li>• Unit 4, Pg. 118 Raising Tadpoles</li> <li>• Unit 5, Pg. 175 Ant Farm Extension</li> </ul>

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>Earth and human activity <i>continued</i>.</b>		
b. Observe and discuss how humans and animals respond to changes in weather.	<ul style="list-style-type: none"> <li>• Songs: Seasons; Precipitation</li> <li>• Book: That’s What I Like, a Book About Seasons</li> <li>• Spring</li> <li>• Summer</li> <li>• Fall</li> <li>• Winter</li> <li>• Clouds</li> <li>• Sun</li> <li>• Weather</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 284 Sunlight and Temperature Investigation</li> <li>• Unit 7, Pg. 233 Precipitation</li> <li>• Unit 7, Pg. 243 What Should I Wear?</li> </ul>
c. Explore ways that humans use water and materials/resources from the Earth (e.g., water to drink, wood to make blocks, soil to grow food, bricks to make homes, plants to make food, etc.).	<ul style="list-style-type: none"> <li>• Songs: Water; Rocks</li> <li>• Books: Water Is All Around; Mela’s Water Pot</li> <li>• Rocks</li> <li>• Water</li> <li>• Water Sources</li> <li>• Materials</li> <li>• Care of Earth</li> <li>• Care of Water</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 50 Follow the Apple Investigation</li> <li>• Unit 3, Pg. 298 Dramatic Play: Farm</li> <li>• Unit 3, Pg. 349 Where Does Our Water Come From?</li> <li>• Unit 3, Pg. 373 Farm to Table</li> </ul>
<b>ENGINEERING, TECHNOLOGY, AND SCIENCE (ETS1):</b>		
<b>Engineering design.</b>		
PK.ETS1.01a. Use senses to gather, explore, and interpret information.	<ul style="list-style-type: none"> <li>• Songs: I Am Part of All I See; Five Senses</li> <li>• Book: I Wish I Had Ears Like a Bat</li> <li>• Science Investigation</li> <li>• Science Tools</li> <li>• Sight</li> <li>• Hearing</li> <li>• Touch</li> <li>• Smell</li> <li>• Taste</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 75 Five Senses: How Do We Know?</li> <li>• Unit 1, Pg. 104 Mr. Brown Can Moo! Can You?</li> <li>• Unit 1, Pg. 144 Mixing Potions</li> <li>• Unit 5, Pg. 175 Ant Farm Extension</li> </ul>
b. With modeling, prompting, and support, record and organize data using graphs, charts, science journals, etc., to communicate conclusions regarding experiments and explorations.	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Book: One More Cat</li> <li>• Science Investigation</li> <li>• Science Tools</li> <li>• Observe a Simple System</li> <li>• Calendar/Graph Weather</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 104 Mr. Brown Can Moo! Can You?</li> <li>• Unit 5, Pg. 146 Are Dinosaurs Reptiles? Survey</li> <li>• Unit 5, Pg. 208 Compare and Contrast: Insect and Spider Numbers</li> <li>• Unit 7, Pg. 147 Charing Weight</li> </ul>

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<i>Engineering design continued.</i>		
c. Make predictions based on observations and prior explorations.	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Investigation</li> <li>• Calendar/Graph Weather</li> <li>• Observe a Simple System</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 342 The Water Cycle: Part 1</li> <li>• Unit 3, Pg. 346 The Water Cycle: Part 2</li> <li>• Unit 3, Pg. 365 Seed Investigation</li> </ul>
<b>ENGINEERING, TECHNOLOGY, AND SCIENCE (ETS2):</b>		
<i>Links among engineering, technology, science, and society.</i>		
PK.ETS2.01a. Recognize that tools have specific characteristics that determine their use.	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Investigation</li> <li>• Science Tools</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 16 Science Center</li> <li>• Unit 3, Pg. 284 Sunlight and Temperature Investigation</li> <li>• Unit 4, Pg. 18 Bone Exploration</li> <li>• Unit 6, Pg. 24 Fingerprints: Same or Different?</li> <li>• Unit 7, Pg. 170 Exploring Weight</li> </ul>
b. Explore familiar environments through the use of simple tools.	<ul style="list-style-type: none"> <li>• Song: The Scientific Method</li> <li>• Science Investigation</li> <li>• Science Tools</li> <li>• Observe a Simple System</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Pg. 16 Science Center</li> <li>• Unit 1, Pg. 84 What Do You See?</li> <li>• Unit 2, Pg. 225 Where We Are</li> </ul>
<b>SOCIAL STUDIES</b>		
<b>CULTURE</b>		
<i>Students will explore different traditions, customs, and cultures within their families, schools, and communities.</i>		
PK.01 In conversation, describe familiar people, places, things, and events, with reference to a student’s home and school.		<ul style="list-style-type: none"> <li>• Unit 3, Pg. 268 We All Love Our Families</li> <li>• Unit 3, Pg. 270 Dramatic Play: Grandma’s House</li> <li>• Unit 3, Pg. 348 Journal Prompt: My Job</li> <li>• Unit 5, Pg. 246 Good Friends Activity: Library Field Trip</li> <li>• Unit 6, Pg. 90 Thank You Notes for the Storytellers</li> </ul>
PK.02 Begin to recognize similarities and differences between family customs and cultures.		<ul style="list-style-type: none"> <li>• Introduction, Pg. 20 An Inclusive Classroom</li> <li>• Unit 3, Pg. 270 Grandma’s House</li> <li>• Unit 3, Pg. 286 Grandmas: Same and Different</li> <li>• Unit 3, Pg. 288 Journals: My Family</li> </ul>



TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>ECONOMICS</b>		
Students will identify basic wants and needs, the ways families produce, consume, and exchange goods and services in their communities, and the work people do in order to spend and save money.		
PK.03 Begin to distinguish between wants and needs.		<ul style="list-style-type: none"> <li>• Unit 2, Pg. 223 Living and Nonliving</li> <li>• Unit 2, Pg. 258 Taking Care of Living Things</li> <li>• Unit 6, Pg. 108 Exercise Makes Me Better</li> <li>• Unit 6, Pg. 118 Come Rest Awhile</li> </ul>
PK.04 Identify how the basic human needs of food, clothing, shelter, and transportation are met.		<ul style="list-style-type: none"> <li>• Unit 3, Pg. 298 Dramatic Play: Farm</li> <li>• Unit 3, Pg. 319 Plant Part Salad</li> <li>• Unit 3, Pg. 373 Farm to Table</li> </ul>
PK.05 Begin to recognize money and its uses.	<ul style="list-style-type: none"> <li>• Song: Save Your Pennies</li> <li>• Coin Identification</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 328 We All Have Jobs</li> <li>• Unit , pg. 165 Good Friends Activity: I Choose Carefully</li> </ul>
PK.06 Identify different types of jobs, including work done in the home, school, and community.	<ul style="list-style-type: none"> <li>• Books: Follow the Apples!; Mr. Mario’s Neighborhood</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 268 We All Love Our Families</li> <li>• Unit 3, Pg. 298 Dramatic Play: Farm</li> <li>• Unit 3, Pg. 328 We All Have Jobs</li> <li>• Unit 3, Pg. 330 Dramatic Play: Fire Station</li> <li>• Unit 3, Pg. 345 Which Hat Is Best?</li> <li>• Unit 5, Pg. 246 Good Friends Activity: Library Field Trip</li> <li>• Unit 7, Pg. 168 Dramatic Play: Dentist’s Office</li> </ul>
PK.07 Give examples of how people exchange goods and use money to acquire wants and needs.		<ul style="list-style-type: none"> <li>• Unit 2, Pg. 160 Dramatic Play: Restaurant</li> <li>• Unit 7, Pg. 165 Good Friends Activity: I Choose Carefully</li> </ul>
<b>GEOGRAPHY</b>		
Students will demonstrate an understanding of the concept of location, what maps and globes represent, and their geographical location.		
PK.08 Use directions such as up, down, in front, and behind.	<ul style="list-style-type: none"> <li>• Songs: Positioning; Get Over the Bugs; Monster Trucks</li> <li>• Book: Up in the Air</li> <li>• Position</li> <li>• Above, Below, Next to, On</li> <li>• Over, Under, and Through</li> <li>• Right, Left</li> <li>• Over, Under, Above, Below</li> <li>• Inside, Outside, Between</li> <li>• First, Next, and Last</li> <li>• First, Middle, Last</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2, Pg. 221 Over, Under, Through</li> <li>• Unit 2, Pg. 229 Top, Beside, Bottom</li> <li>• Unit 2, Pg. 260 Bears Above, Below, Next To, On</li> </ul>

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
Students will demonstrate an understanding of the concept of location, what maps and globes represent, and their geographical location <i>continued.</i>		
PK.09 Identify what a map represents.	Each Sing Around the World song begins with a map showing the location of the country.	<ul style="list-style-type: none"> <li>Unit 2, Pg. 225 Where We Are</li> </ul>
PK.10 Understand how roads help people get around, and how they are used to organize locations within a city.		<ul style="list-style-type: none"> <li>Unit 2, Pg. 225 Where We Are</li> <li>Unit 7, Pg. 153 Paying Attention Helps Keep Everyone Safe</li> </ul>
<b>GOVERNMENT AND CIVICS</b>		
Students will learn the foundations of good citizenship, including civic responsibilities and patriotism, through the rules by which they live, the authority figures within their community and the United States, and national symbols.		
PK.11 Give examples of people who are authority figures.		<ul style="list-style-type: none"> <li>Unit 1, Pg. 11 Cleanup and Center Review</li> <li>Unit 3, Pg. 328 We All Have Jobs</li> <li>Unit 3, Pg. 345 Which Hat Is Best?</li> <li>Unit 6, Pg. 10 Please and Thank You</li> </ul>
PK.12 Recognize shapes found on flags and identify the American flag.	Each Sing Around the World song begins with a map showing the location of the country and the country's flag.	<ul style="list-style-type: none"> <li>Unit 6, Pg. 48 Flag On The Moon</li> </ul>
PK.13 Begin to recognize the name and role of the current President of the Unites States.		
PK.14 Identify roles of authority figures at home, in school, and in the community, including parents, school principals, volunteers, police officers, fire and rescue workers, mayor, governor, and president.		<ul style="list-style-type: none"> <li>Unit 3, Pg. 268 We All Love Our Families</li> <li>Unit 3, Pg. 330 Dramatic Play: Fire Station</li> <li>Unit 6, Pg. 10 Please and Thank You</li> </ul>
PK.15 Identify the need for rules.		<ul style="list-style-type: none"> <li>Unit 1, Pg. 6 Listening Rug Rules</li> <li>Unit 1, Pg. 10 Good Playing Rules</li> <li>Unit 1, Pg. 14 School Field Trip</li> </ul>
PK.16 This standard begins in Kindergarten.		

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>HISTORY</b>		
Students will understand the chronological organization of history and the importance of holidays.		
PK.17 Begin to understand the use of words and phrases about time, including: morning, afternoon, night, today, tomorrow, and yesterday.	<ul style="list-style-type: none"> <li>• Today</li> <li>• Yesterday/Tomorrow</li> <li>• Tell Time</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 7 Schedule</li> <li>• Unit 1, Pg. 35 Calendar</li> <li>• Unit 1, Pg. 45 Calendar: Yesterday and Today</li> </ul>
K.18 This standard begins in Kindergarten.		
K.19 This standard begins in Kindergarten.		
K.20 This standard begins in Kindergarten.		
<b>CREATIVE ARTS</b>		
<b>VISUAL ARTS</b>		
Express self and represent what the student knows, thinks, believes, and feels through visual arts.		
PK.CA.1. Experiment with a variety of media and art materials for tactile experience and exploration.	Waterford Early Learning encourages everyone to have writing and art materials available for children’s creations.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center</li> <li>• Visual Arts Activities</li> </ul>
PK.CA.2 Create artistic works with intent and purpose using varying tools, texture, color, and technique.	Waterford Early Learning encourages everyone to have writing and art materials available for children’s creations.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center</li> <li>• Visual Arts Activities</li> </ul>
PK.CA.3 Present and respond to visual art created by self and others.	Waterford Early Learning encourages everyone to have writing and art materials available for children’s creations. <ul style="list-style-type: none"> <li>• Squirrel’s Sketches</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7, Pg. 146 Artist’s Statement</li> <li>• Unit 7, Pg. 154 Gallery Talk</li> </ul>

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>MUSIC</b>		
Express self by engaging in musical activities.		
PK.CA.4. Engage in musical activities having different moods, tempos, and rhythms by listening, singing, or performing.	<p>Music is an integral part of Waterford Early Learning, including songs specific to learning objectives as well as the use of background classical music throughout the program.</p> <ul style="list-style-type: none"> <li>Sing a Rhyme Songs/Books (See titles at end of document.)</li> <li>Baby's Ballet</li> <li>Mama's Melody</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 28 Music in the Preschool Classroom</li> <li>Music Activities</li> <li>Unit 1, Pg. 98 Dramatic Play: Music Shop</li> </ul>
PK.CA.5. Create and perform using voice, traditional instruments, and/or non-traditional instruments.	<ul style="list-style-type: none"> <li>Baby's Ballet</li> <li>Mama's Melody</li> </ul>	<ul style="list-style-type: none"> <li>Music Activities</li> <li>Unit 1, Pg. 98 Dramatic Play: Music Shop</li> <li>Unit 3, Pg. 302 Rock-a-bye Baby: Lullaby Word Segmentation</li> </ul>
<b>CREATIVE MOVEMENT &amp; DANCE</b>		
PK.CA.6. Respond to feelings through dance or creative movement.	<ul style="list-style-type: none"> <li>Baby's Ballet</li> <li>Mama's Melody</li> </ul>	<ul style="list-style-type: none"> <li>Dance and Movement Activities</li> </ul>
PK.CA.7. Perform different characteristics of movements in spontaneous and imaginative ways (e.g., sway, twist, wave, use of 'props').	<ul style="list-style-type: none"> <li>Baby's Ballet</li> <li>Mama's Melody</li> </ul>	<ul style="list-style-type: none"> <li>Dance and Movement Activities</li> </ul>
<b>THEATRE/DRAMATIC PLAY</b>		
PK.CA.8. Participate in a variety of dramatic play activities (teacher-guided or child-initiated) to represent fantasy and real-life experiences.	<ul style="list-style-type: none"> <li>Pretend Play</li> <li>Papa's Play</li> <li>Real and Make-believe</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 11 Dramatic Play Center</li> <li>Dramatic Play Activities</li> </ul>
PK.CA.9. Respond and react to theatre and drama presentations.	<ul style="list-style-type: none"> <li>Papa's Play</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3, Pg. 318 Growing Into A Good Audience</li> <li>Unit 6, Pg. 90 Thank You Notes for the Storytellers</li> </ul>

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>CULTURAL DIFFERENCES</b>		
<p>PK.CA.10. Participate in artistic activities (music, visual art, theatre, and dance) representing different cultures.</p>	<ul style="list-style-type: none"> <li>Songs: One, Antenna, Two Antennas (Japan); A Bird Sang in the Trees (Norway); Colors, Colors (Mexico); Days of the Week (New Zealand); Everybody Loves Saturday Night (Kenya); Catch Him Just for Fun (Philippines); Horse and Buggy (Netherlands); Inchworm (USA); Sweet Guava Jelly (Jamaica); Kookaburra (Australia); Little Chicks (Lebanon); Little Snowball Bush of Mine (Russia); A Very Big Name (Wales); On the Bridge of Avignon (France); The Painted Rooster (Argentina); Egg on a Queen (USA—Southern style); Mountain Rabbit (Korea); The Sandman (Germany); Head, Shoulders, Knees, and Toes (USA, China, Portugal, and India- in English, Cantonese, Portuguese, and Hindi); Wake Up (USA- in Native American language); The Bird’s Voice (USA); Oh Welcome, My Friends (Israel); An Ox Kissing a Fox (USA); The Flower of My Youth (Lithuania); I Am a Zebra (Africa); I Touch My Nose Like This (Mexico); Tortillas, Tortillas (Mexico)</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, Pg. 20 An Inclusive Classroom</li> <li>Unit 2, Pg. 233 Mambo Moves</li> <li>Unit 6, Pg. 89 Storytelling Festival</li> </ul>
<b>PHYSICAL DEVELOPMENT</b>		
<b>SENSORIMOTOR</b>		
Use senses to assist and guide learning; using sensory information to plan and carry out movements.		
<p>PK.PD.1. Compare, contrast, and describe different sights, smells, sounds, tastes, and textures found in the environment.</p>	<ul style="list-style-type: none"> <li>Song: Five Senses</li> <li>Books: I Wish I Had Ears Like a Bat; Fawn Eyes</li> <li>Sight</li> <li>Hearing</li> <li>Touch</li> <li>Taste</li> <li>Smell</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1, Pg. 84 What Do You See?</li> <li>Unit 1, Pg. 105 Pouring Sounds</li> <li>Unit 1, Pg. 134 Texture Sort</li> <li>Unit 2, Pg. 176 Smell Survey</li> <li>Unit 2, Pg. 196 Sweet, Sour, Bitter, Salty</li> </ul>
<p>PK.PD.2. Demonstrate awareness of spatial boundaries and the ability to work and move within them.</p>		<ul style="list-style-type: none"> <li>Unit 1, Pg. 130 We’re Standing on One Foot!</li> <li>Unit 1, Pg. 143 Builders and Bulldozers</li> <li>Unit 2, Pg. 169 Personal Space Circle</li> <li>Unit 7, Pg. 187 Pathways in Space</li> </ul>

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>GROSS MOTOR</b>		
Demonstrate coordination and control of large muscles.		
PK.PD.3. Develop body strength, balance, flexibility, and stamina to move self through space in a variety of ways (e.g., running, jumping, skipping).		<ul style="list-style-type: none"> <li>• Unit 1, Pg. 130 We're Standing on One Foot!</li> <li>• Unit 4, Pg. 42 Birds on a Perch</li> <li>• Unit 5, Pg. 199 Dramatic Play: Circus School</li> </ul>
PK.PD.4. Explore a variety of equipment and activities that enhance gross motor development and coordinate movements with upper and/or lower body (e.g., balls, slides, locomotive toys, and assistive technology).		<ul style="list-style-type: none"> <li>• Unit 5, Pg. 199 Dramatic Play: Circus School</li> <li>• Unit 6, Pg. 7 Dramatic Play: Gym</li> <li>• Unit 6, Pg. 112 Kick, Throw, Catch, and Bounce</li> <li>• Unit 6, Pg. 122 Obstacle Course</li> </ul>
<b>FINE MOTOR</b>		
Demonstrate eye-hand coordination and dexterity needed to manipulate objects.		
PK.PD.5. Experiment with handheld tools to develop strength, control, and dexterity of small muscles (e.g., paintbrushes, crayons, markers, lacing, clay, etc.).	The use of Waterford Early Learning requires children to manipulate a mouse or touch pad. Children also must practice writing letters and words.	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 114 Snip, Snip, Cut</li> <li>• Unit 3, Pg. 314 Cutting Shapes</li> <li>• Unit 4, Pg. 18 Skeleton Hands</li> <li>• Unit 7, Pg. 141 Tool Workshop</li> </ul>
PK.PD.6. Explore and engage in activities which enhance hand-eye coordination (e.g., building with blocks, creating with clay, putting puzzles together, and using other manipulatives).	The daily use of a touch pad or mouse develops dexterity and eye-hand coordination.	<ul style="list-style-type: none"> <li>• Introduction, Pg. 8 Art Center</li> <li>• Introduction, Pg. 9 Block Center</li> <li>• Unit 2, Pg. 247 Clay Portraits</li> <li>• Unit 4, Pg. 28 Classroom Block Play</li> </ul>

TENNESSEE STANDARDS	WATERFORD DIGITAL RESOURCES	WATERFORD TEACHER RESOURCES
<b>PERSONAL HEALTH &amp; SAFETY</b>		
PK.PD.7. Demonstrate personal care and hygiene skills.		<ul style="list-style-type: none"> <li>• Unit 1, Pg. 15 Wash Hands and Use Bathroom</li> <li>• Unit 1, Pg. 16 Snack</li> <li>• Unit 6, Pg. 79 Bath Time</li> <li>• Unit 7, Pg. 174 Taking Care of My Teeth</li> </ul>
PK.PD.8. Demonstrate awareness and understanding of healthy habits (e.g., sufficient rest, nutritious foods, exercise).	<ul style="list-style-type: none"> <li>• Song: Health</li> <li>• Books: We All Exercise; The Germs</li> <li>• Germs</li> <li>• Avoid Germs and Prevent Illness</li> <li>• Exercise and Rest</li> <li>• Healthy Foods</li> <li>• Teeth</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3, Pg. 319 Plant Part Salad</li> <li>• Unit 6, Pg. 7 Dramatic Play: Gym</li> <li>• Unit 6, Pg. 108 Exercise Makes Me Better</li> <li>• Unit 6, Pg. 118 Come Rest Awhile</li> <li>• Unit 7, Pg. 205 Healthy Eating</li> </ul>
PK.PD.9. Demonstrate awareness and understanding of safety rules.	<ul style="list-style-type: none"> <li>• Songs: Sun Blues; Storms</li> <li>• Lightning Safety</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1, Pg. 127 Dramatic Play: Construction Site</li> <li>• Unit 2, Pg. 165 Safe Smelling</li> <li>• Unit 3, Pg. 287 Sun Safe Song</li> <li>• Unit 6, Pg. 117 Digital Safety</li> <li>• Unit 7, Pg. 153 Paying Attention Keeps Everyone Safe</li> <li>• Unit 7, Pg. 231 Water Safety</li> </ul>

## PRE-READING

### Sing a Rhyme Songs & Books

The Apple Tree; Baa, Baa, Black Sheep; Pat-a-cake; Hey Diddle, Diddle; One Elephant Went Out to Play; The Farmer in the Dell; Ten Little Goldfish; All the Pretty Little Horses; Mother, Mother, I Am Ill; Jack and Jill; Three Little Kittens; Mary Had a Little Lamb; Little Miss Muffet; I Touch My Nose Like This; Polly, Put the Kettle On; This Little Pig; Quack, Quack, Quack; Rock-a-Bye Baby; Itsy Bitsy Spider; Tortillas, Tortillas; The Bus; My Valentine; Where Is Thumbkin?; 1, 2, Buckle My Shoe; Yankee Doodle; The Zulu Warrior

### Informational Books

Opposites, Pairs, Watch the Woolly Worm

### Read with Me Books

Andy's Adventure; Baby's Birthday; At Camp; I Go...; Eleven Elephants; Five; Go, Grasshopper; Hair; Who Has an Itch?; Jumbled; Here, Kitty, Kitty; Long Lewie; Magnifying Glass; New; Opposites; Pairs; The Quiet Book; Rascal's Rotten Day; Six Silly Sailors; Together; Under; Family Vacation; Watch the Woolly Worm; Rex Is in a Fix; Yummy; The Zebra

### Decodable Books

He Is Happy; Sam; A Mat; Pam and Pat; Nan and the Ham; The Hat; Up on Top; The Hot Pot; Tim; Lil

## BASIC READING

### Traditional Tales

The Gingerbread Man, The Little Red Hen, Lizard and the Painted Rock, Anansi and the Seven Yam Hills, The Big Mitten, The Three Little Pigs, The City Mouse and the Country Mouse, Goldilocks and the Three Bears, The Magic Porridge Pot, The Three Wishes, Henny Penny, Mr. Lucky Straw, La Tortuga, The Shoemaker and the Elves, The Brothers, The Ugly Duckling

### Informational Books

I Want to Be a Scientist Like Jane Goodall, I Wish I Had Ears Like a Bat, I Want to Be a Scientist Like Wilbur and Orville Wright, I Want to Be a Scientist Like George Washington Carver, Star Pictures, Animal Bodies, Water Is All Around

### Readable Books (Read or Record)

Me; The Snowman; The Mitten; I Am Sam; What Am I?; Sad Sam; Dad's Surprise; Tad; Matt's Hat; What Is It?; Dan and Mac; What a Band!; Pat Can Camp; The Rabbit and the Turtle; Stop the Frogs!; Bob and Tab; Hot Rods; Happy Birthday; Go, Frog, Go; Pip, the Big Pig; What Is in the Pit?; Prints!; Who Is at the Door?; The Big Trip; Who Will Go in the Rain?; Let's Get Hats!; Slug Bug; Green Gum; Lizzy the Bee; Little Duck; Thump, Bump!; The Tree Hut; The Big Hill; What's in the Egg?; Rom and His New Pet; Chet and Chuck; What Do I Spy?; Quick! Help!; Can We Still Be Friends?; Fun in Kansas; Brave Dave and Jane; My Snowman; Space Chase Race; Oh No, Mose!; Smoke!; The Note; The Snoring Boar; Shopping Day; Friends; Two Little Pines; Can Matilda Get the Cheese?; Let's Go to Yellowstone; Maddy and Clive; Brute and the Flute; Old Rosa; What Is in the Tree?; Too Much Popcorn; Old King Dune; Riding in My Jeep; Sammy and Pete; Will You Play with Me?; The Rescue; Who Am I?

## Readable (Walk-through/Jump-through/Record Titles)

Matt's Hat; What Is It?; Dan and Mac; What a Band!; Pat Can Camp; The Rabbit and the Turtle; Stop the Frogs!; What Is in the Pit?; Prints!; Who Is at the Door?; What Am I?; Sad Sam; The Big Trip; Dad's Surprise; Tad; Who Will Go in the Rain?; Let's Get Hats!; Slug Bug; Green Gum; Lizzy the Bee; Little Duck; Thump, Bump!; The Tree Hut; The Big Hill; What's in the Egg?; Rom and His New Pet; Old Rosa; What Is in the Tree?; Too Much Popcorn; Old King Dune; Riding in My Jeep; Sammy and Pete; Will You Play with Me?; The Rescue; Chet and Chuck; What Do I Spy?; Quick! Help!; Can We Still Be Friends?; Fun in Kansas; Brave Dave and Jane; My Snowman; Space Chase Race; Oh no, Mose!; Smoke!; The Note; The Snoring Boar; Shopping Day; Friends; Two Little Pines; Can Matilda Get the Cheese?; Let's Go to Yellowstone; Maddy and Clive; Brute and The Flute; Who Am I?; Bob and Tab; Hot Rods; Happy Birthday; Go, Frog, Go!; Pip, the Big Pig; I Am Sam



## FLUENT READING

### Read-Along Books

Bad News Shoes; Up and Down; The Mighty Sparrow; The Four Seasons; I Met a Monster; David Next Door; Bandage Bandit; Rocks in My Socks; Great White Bird; The Snow Lion; Turtle's Pond; The Story Cloth; Lorenzo's Llama; Snake Weaves a Rug; The Crowded House; Sound; Noise? What Noise?; The Story of Tong and Mai Nhia; Duc Tho Le's Birthday Present; Poetry Book 1; Wendel Wandered; What If You Were an Octopus?; Today I Write a Letter; I Hate Peas; The Talking Lizard; Darren's Work; Sequoyah's Talking Leaves; The Bee's Secret; The Weather on Blackberry Lane; Little Tree; Treasures from the Loom; Poetry Book 2; Mr. Croaky Toad; White-tailed Deer; The Courage to Learn; How Rivers Began; Pencil Magic; Water; The Sweater; Drawing; All on the Same Earth; Elephant Upstairs; The Pizza Book; What Will Sara Be?; Winter Snoozers; Why Wind and Water Fight; The Three Billy Goats Gruff; The Piñata Book; Discovering Dinosaurs; Macaw's Chorus; Amazing Tails; My Reptile Hospital; Movin' to the Music Time

### Fluency Comprehension and Speed Titles

The Show; Dinosaur Bones; Mike and the Mice; Huge Red Plum; The Bees; My Shark; Barnaby; Animals in the House; Do You Know?; Cow on the Hill; Clouds; The Noise in the Night; Strawberry Jam; Jade's Note; Bertie; Cory's Horn; The Lion and the Mouse; Lightning Bugs; Louis Braille; Troll's Visit; Andrew's News; Sue's Slime; The Name of the Tree; The Giant and the Hare; Frank's Pranks; Through the Back Fence; Fudge for Sale; Photos for Phil; Moose Are Not Meese; Little Barry Busy

## Informational Books

The Piñata Book; Discovering Dinosaurs; Treasures from the Loom; The Courage to Learn; Bee's Secret; Sound; White-tailed Deer; The Talking Lizard; Water; Sequoyah's Talking Leaves; Winter Snoozers; Amazing Tails; The Pizza Book

### Readable Books (Record, Read, Listen)

The Show, Dinosaur Bones, Mike and the Mice, Huge Red Plum, The Bees, My Shark, Barnaby, Animals in the House, Do You Know?, Cow on the Hill, Clouds, The Noise in the Night, Strawberry Jam, Jade's Note, Bertie, Cory's Horn, The Lion and the Mouse, Lightning Bugs, Louis Braille, Troll's Visit, Andrew's News, Sue's Slime, The Name of the Tree, The Giant and the Hare, Frank's Pranks, Through the Back Fence, Fudge for Sale, Photos for Phil, Moose Are Not Meese, Little Barry Busy

### Sentence Dictation Titles

Stop the Frogs!; Matt's Hat; What Is It?; Dan and Mac; What a Band!; What Is in the Pit?; Prints!; Who Is at the Door?; Sad Sam; The Big Trip; Dad's Surprise; Tad; Slug Bug; Green Gum; Lizzy the Bee; Little Duck; Thump, Bump!; The Big Hill; What's in the Egg?; Old Rosa; What is in the Tree?; Sammy and Pete; The Rescue; Chet and Chuck; Fun in Kansas; My Snowman; Oh No, Mose!; Smoke!; The Note; The Snoring Boar; Friends; Brute and the Flute; Bob and Tab; Hot Rods; Happy Birthday; The Mitten; Pat Can Camp; The Rabbit and the Turtle; What Am I?; Who Will Go in the Rain?; Let's Get Hats!; The Tree Hut; Rom and His New Pet; Too Much Popcorn; Old King Dune; Riding in My Jeep; Will You Play With Me?; What Do I Spy?; Quick! Help!; Can We Still Be Friends?; Brave Dave and Jane; Space Chase Race; Shopping Day; Two Little Pines; Can

Matilda Get the Cheese?; Let's Go to Yellowstone; Maddy and Clive; Go, Frog, Go!; Pip, the Big Pig; I Am Sam; Who Am I?



## SUPPORT

*Professional Services offers a continuum of customizable services. [Learn more here.](#)*

## CONTINUAL DEVELOPMENT

As a nonprofit research institute, [Waterford.org](https://www.waterford.org) is continually developing resources with the latest research findings. Please note that this correlation is accurate as of the date on the cover.

## PRE-MATH & SCIENCE

### Math Books

One Day on the Farm; Two Feet; Look for Three; Four Fine Friends; Grandpa's Great Athlete: A Book About 5; Hide and Seek Six; Just Seven; Eight at the Lake; 9 Cat Night; Ten for My Machine; The Search for Eleven; The Tasty Number Twelve; Thirteen in My Garden; Fourteen Camel Caravan; Fifteen on a Spring Day; Dinner for Sixteen; The Seventeen Machine; Eighteen Carrot Stew; Nineteen Around the World; Twenty Clay Children; Poor Wandering 1; Snowy Twos Day; 1, 2, 3, 4 in the Jungle; Give Me 5; Suzy Ladybug; 7 Train; 8 Octopus Legs; Highway 9; 10 Astronauts; When I Saw 11; I Love the Number 12; 13 Clues; 14 Camels; Fun 15; 16 Ants; Counting to 17; 18 Carrot Stew; 19 Around the World; 20 Fingers and Toes

### Science Books

That's What I Like: A Book about Seasons; I Want to Be a Scientist Like Jane Goodall; Mr. Mario's Neighborhood; Mela's Water Pot; I Want to Be a Scientist Like Wilbur and Orville Wright; Follow the Apples!; I Want to Be a Scientist Like George Washington Carver; Guess What I Am; Where in the World Would You Go Today?; Star Pictures; I Wish I Had Ears Like a Bat; Creepy Crawlers

### Counting Songs

Asian Counting, Marching Band Counting, Flower Counting, Country Counting, Dixieland Counting, Funky Counting, Reggae Counting, Salsa Counting, Techno Counting, Bagpipe Counting, Counting on the Mountain

## Number Songs

Count to 31; Hotel 100; Poor Wandering 1; Snowy Twos Day; 1, 2, 3, 4 in the Jungle; Give Me 5; Suzy Ladybug; 7 Train; 8 Octopus Legs; Highway 9; 10 Astronauts; When I Saw 11; I Love the Number 12; 13 Clues; 14 Camels; Fun 15; 16 Ants; Counting to 17; 18 Carrot Stew; 19 Around the World; 20 Fingers and Toes

## BASIC MATH & SCIENCE

### Math & Science Books

One More Cat; Can You Guess? A Story for Two Voices; I Want to Be a Scientist Like Carl Linnaeus; I Want to Be a Scientist Like Antoni van Leeuwenhoek; Whatever the Weather; I Want to Be a Mathematician Like Sophie Germain; Water Is All Around; Mr. Romano's Secret: A Time Story; A Seed Grows; How Long is a Minute?; Marty's Mixed-up Mom; I Want to Be a Scientist Like Louis Pasteur; Pancakes Matter; Jump Rope Rhymes; Facts About Families; Fifteen Bayou Band; Hooray, Hooray for the One Hundredth Day!; Symmetry and Me; Animal Bodies; Everybody Needs to Eat; The Circus Came to Town; I Want to Be a Mathematician Like Thales; Bugs for Sale; Heads or Tails; Your Backyard; The Birds, the Beasts and the Bat; Halves and Fourths and Thirds; We All Exercise; Circus 20; Red Rock, River Rock; Painting by Number; I Want to Be a Scientist Like Joanne Simpson; Navajo Beads; Where in the World Would You Go Today?; I Want to Be a Scientist Like Wilbur and Orville Wright

## FLUENT MATH & SCIENCE

### Math & Science Books

The Snow Project; Chloe's Cracker Caper; What Sounds Say; Fossils Under Our Feet; The Boonville Nine; I Want to Be a Scientist Like Alexander von Humboldt; I Want to Be a Scientist Like Marie Curie; I Want to Be a Scientist Like Stephen Hawking; George and Jack; The Old Maple Tree; A Dinosaur's First Day; I Want to Be a Scientist Like Isaac Newton; My Family Campout; I Want to Be a Scientist Like Thomas Edison; Warm Soup for Dedushka; How Did the Chicken Cross the Road?; Inventions All Around; The Beginning of Numbers; I Want to Be a Mathematician Like Ada Byron Lovelace; Lightning Bells; Tyrannosaurus X 1; Halves and Fourths and Thirds; Navajo Beads; Red Rock, River Rock; I Want to Be a Mathematician Like Srinivasa Ramanujan; The Fraction Twins; Yangshi's Perimeter; I Want to Be a Mathematician Like Archimedes; Birds at My House; Painting by Number; The Fable Fair

## SPANISH FAMILY ENGAGEMENT RESOURCES

All Waterford books and many of the resources available to families at [mentor.waterford.org](http://mentor.waterford.org) can be found in Spanish or with Spanish support.

### SONGS

#### Beginning Math Songs

Odd Todd and Even Steven; Salsa Counting; On the Bayou—Addition; Subtract Those Cars; More Than, Fewer Than; A Nice Addition; Marching Band Counting; Doubles 1-5; Multiply by 0

#### Nursery Songs and Rhymes

Rhyming Words; A: The Apple Tree; B: Bluebird, Bluebird; C: Pat-a-Cake; D: Hey Diddle, Diddle; E: One Elephant Went Out to Play; F: The Farmer in the Dell; G: Ten Little Goldfish; H: All the Pretty Little Horses; I: Mother, Mother, I Am Ill; J: Jack and Jill; K: Three Little Kittens; L: Mary Had a Little Lamb; M: Little Miss Muffett; N: I Touch My Nose Like This (Spanish); O: Polly, Put the Kettle On; P: This Little Pig; Q: Quack, Quack, Quack; R: Little Rabbit (Chinese); S: Eensy, Weensy Spider; T: Tortillas, Tortillas (Spanish); U: The Bus; V: My Valentine; W: Wee Willie Winkie; X: A-hunting We Will Go; Y: Yankee Doodle; Z: The Zulu Warrior

#### Beginning Reading Songs

Comma, Comma, Comma; Homophone Monkey; Antonym Ant; Apples and Bananas; Old MacDonald's Vowels; ABC Show and Tell Sounds; ABC Tongue Twisters; ABC Picture Sounds; Sheep in the Shadows; C-K Rap; S Steals the Z; Blends; Blicky Licky Land; Apostrophe Pig; Capital Letters—Days; Chip Chop; Adjectives Describe; Lazy Letter Q; Nouns; Verbs; Adverbs; Irregular Verbs; Preposition Ship; Verbs that Link; Consonants; Pronouns, Sneaky Magic E; Silent Letters—G-H; Silent Letters—W; Drop Magic E; Bossy Mr. R; P-H and G-H Say Fff; Schwa Sound; Double the Fun; Strange Spelling; More Than One; Reading Detective—Peek at the Story

Many of these songs are available on the [Waterford.org YouTube channel](https://www.youtube.com/channel/UC...).

### WEEKLY HOMELINK NEWSLETTERS

Weekly newsletters (28 in all) are available for teachers to share with families. The newsletters explain what children are learning during the week and provide resources and activities to involve families.

### MATH HOMELINK NEWSLETTERS

Match, Position, Shapes, Counting, Patterns Sort, Size, Number Sense (1-10), Order (1-10), Count On, Measurement (length), Count Down, Addition (10), Numbers 11-15, Numbers 16-20

### SCIENCE HOMELINK NEWSLETTERS

The World Around Us (5 senses), Living Things (living v. non-living), Plants, Vertebrates, Invertebrates, The Sky Above Us (sun, moon, stars), Our Earth (recycle, ecosystems), How it Works (push/pull, solid/liquid, magnets, materials)

### READING HOMELINK NEWSLETTERS

#### Alphabet Knowledge

#### Comprehension and Vocabulary

Sum Up: Remember Order, Sum Up: Remember Details, Peek at the Story, Guess and Check, Connect to Me, Build Knowledge

#### Readiness Skills Letters

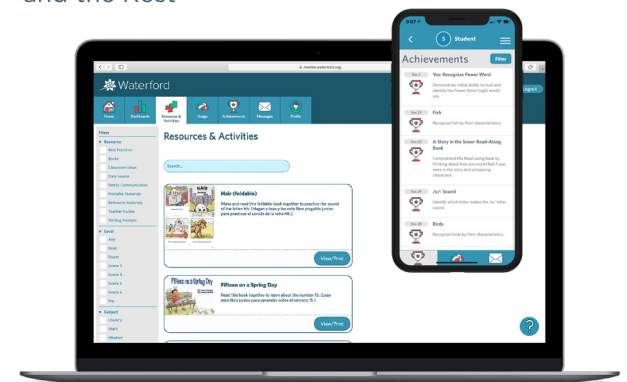
Naming Parts of the Body; First, Next, Last; One-to-One Correspondence; Opposites; Look at Details (identify same and different)

#### Phonological Awareness Letters

What Is Rhyming?, Which Words Rhyme?, Sentences Are Made Up of Words, Making Compound Words, Breaking Compound Words, What Is a Syllable?, Put Syllables Together to Make Words, Break Words into Syllables, The First Sound in a Word, Words with the Same First Sound, Making Words from First Sounds and the Rest

## WATERFORD MENTOR

*Waterford Mentor is a secure website where families can log in to see their child's usage and learning achievements. Waterford families also receive short messages with ideas on how to engage in their child's learning and have access to hundreds of resources and activities.*



Waterford Mentor is available online and in the Mentor app (for iOS and Android).